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ABSTRACT

In 1977 the National Advisory Council on Indian Education sought as one of its primary goals the coordination of its actions with other Indian organizations. Recommendations in this report reflect that effort to bring education and tribal affairs closer and so improve education delivery services to tribal people. Recommendations include: (1) that the Indian Education Act be reauthorized for a five year period and that it be funded at a minimum level of $275,800,000 with a minimum staff level of 66 positions; (2) that the Office of Indian Education and the Office of Education institute a coordination policy to insure access to and promote maximum participation of American Indians and Alaska Natives in all programs in the Office of Education and Health, Education and Welfare; and (3) that Indian controlled institutes for higher education be given more support. Recommendations were formulated at council meetings in Arizona, Washington, D.C., Colorado, Texas, and Minnesota; summaries of these meetings are included. An appendix includes descriptions of vocational education discretionary programs, an appeal by a native Hawaiian for support of a proposed amendment to the Indian Education Act to include native Hawaiians, testimony on "A School for Me, Inc." for handicapped Indian children, and distribution options for Johnson O'Malley educational assistance. (DS)

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My hands are the tools of my soul. They work the earth, care for the livestock and plant the corn. They make the drum, the bow, the flute, and stretch the skin of the deer.

The Fifth Annual Report to the Congress of the United States

COORDINATION AND COOPERATION IN INDIAN EDUCATION: An Emerging Phenomenon

June 1978
Washington, D.C.

National Advisory Council on Indian Education

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

June 1978

TO THE CONGRESS OF THE UNITED STATES

It is a privilege for the National Advisory Council on Indian Education to submit to you its Fifth Annual Report. This material reflects the many complex educational issues with which the Council has been involved over calendar year 1977.

The recommendations made in this document were derived from meeting with Indian people across the nation and listening to their concerns about education. We hope that the Congress will review the recommendations and consider favorable action on them. It is the wish of the NACIE that NACIE and the Congress, the Administration, the Department of Health, Education, and Welfare, the Office of Education and the Office of Indian Education can continue to work in harmony to expand and improve Indian education.

THE NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

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NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

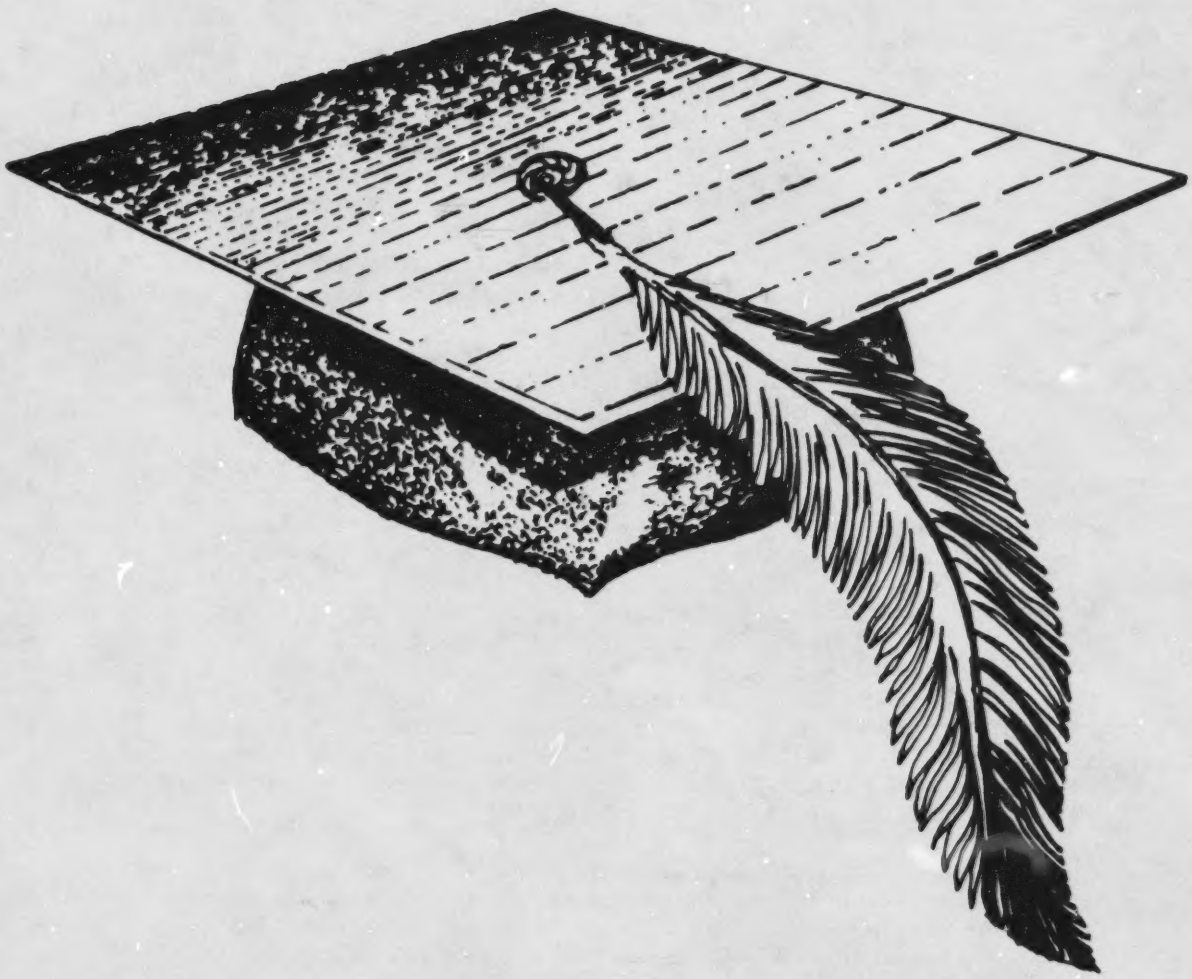
June 1978

Historically, Indian tribes were played against each other in expedient governmental efforts to appropriate Indian land and conquer the original inhabitants of this continent. Unfortunately, similar tactics for other ends still plaque many Indian people. Increased communication and coordination with the myriad of agencies and institutions is seen as important by the National Advisory Council on Indian Education if Indians and non-Indians alike are to understand the others' perspectives and accept each others' values as important and real.

This year the National Advisory Council on Indian Education chose as one of its primary goals increased coordination and communication with other national Indian organizations and the U.S. Congress. Council meetings were held in conjunction with annual meetings of both the National Congress of American Indians and the National Indian Education Association. Members of the Congress and Congressional staff received invitations to all NACIE meetings and many have been in attendance. The Council worked especially closely with the House Advisory Study Group on Indian Education, co-chaired by Congressman Michael T. Blouin, D-Iowa, and Congressman Al Quie, R-Minnesota, who introduced several significant pieces of legislation to improve Indian Education. Our increased efforts at coordination/communication have paid tremendous dividends as the Council is now recognized as a credible voice for all aspects of Indian Education.

The National Advisory Council on Indian Education shall continue to strive for increased levels of understanding and for the provision of an equal educational opportunity for American Indians/Alaska Natives and for all their fellow Americans.

Thomas A. Thompson
NACIE Chairperson



NATIONAL ADUISORY COUNCIL ON INDIAN EDUCATION

June 1978

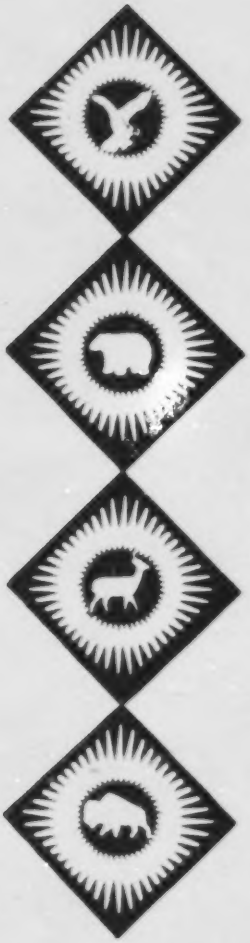
The National Advisory Council on Indian Education in 1977 strived to maximize the opportunity to coordinate and cooperate our actions with other Indian organizations. For too long Indian education has been separate from tribal affairs. Each has functioned independently of the other and often have come into conflict. The ideals of cooperation and coordination are not new or innovative ideals, but at times Indian people lose sight of the need to practically apply these concepts.

It was the intent of the NACIE to make a concerted effort to bring education and tribal affairs closer together to improve the educational delivery services to tribal people. The recommendations included herein are a direct result of input by tribal people and educators' at NACIE meetings during the public testimony sessions. Many of the recommendations address the re-authorization of P.L. 92-318. The legislative changes recommended utilize the ideals of coordinating and cooperating among Indian tribes, Indian organizations, Indian institutions with the various federal agencies to improve educational services and to eliminate duplication of programs. Collective thought and collective action far outweigh individual efforts for the betterment of Indian education.

This spirit of cooperation and efforts to coordinate activities comes at a crucial time in Indian affairs. There have been several Congressional Bills introduced which would abrogate the treaty relationship between Indian tribes and the Federal Government. These bills are not to the best interest of Indian people. Indian people must be kept informed and made aware of these efforts. It is incumbent that Indian people cooperate with each other and coordinate their efforts to maintain their "special relationship" with the Federal Government, regardless of efforts to eliminate this status.

The NACIE, being a quasi-governmental organization can serve as a liaison for tribal groups with the Federal Government on educational issues. This liaison activity can and will be served by NACIE to further the ideals of coordination and cooperation among tribal groups, Indian organizations, and agencies involved with American Indian/Alaska Native education.

Stuart A. Tonemah
Executive Director
NACIE



Part I

1977 Recommendations

National Advisory Council
on Indian Education

RECOMMENDATIONS
TO THE CONGRESS AND THE ADMINISTRATION

LEGISLATIVE

NACIE staff and members testified at the House of Representatives oversight hearings on P.L. 92-318, the Indian Education Act, on October 7, 1977, and the following recommendations for legislative amendments were made:

1. THAT THE INDIAN EDUCATION ACT BE REAUTHORIZED FOR A FIVE YEAR PERIOD.

   The Indian Education Act, P.L. 92-318, was created in 1972 and in the short period of five years, the Act has made many significant contributions to the whole of Indian Education. The Act provides for Indian children to receive direct services from the money provided through the IEA, and equally important, provides for parental participation in the entire operation of the programs funded under IEA. The latter has been a missing link in hte past in the education of Indian people. The positive effects of the IEA are being realized and more time is needed to develop, expand, and improve upon the Act.

* * * * * *

2. THAT THE WORDING OF P.L. 92-318 BE AMENDED TO READ: "TO MEET THE SPECIAL EDUCATIONAL AND (CULTURAL) NEEDS OF INDIAN STUDENTS."

   One of the original intents of the Indian Education Act is to meet the "special educational needs of Indian children." These special educational needs range from tutoring and counseling to curriculum development. The NACIE recommends that the Indian Education Act be amended to allow for and to encourage the development of special Indian culture programs, the development of special Indian cultural program components, and the development of culturally related academic programs. NACIE believes that through the teaching of American Indian and Alaska Native cultures, the self-concept of Indian children will improve. The American Indian children have had the "American culture" taught to them in the schools with no alternative to have their own cultures inculcated into the curriculum. It would appear reasonable then to consider teaching American Indian and Alaska Native cultures in the schools in addition to those cultural traits of American society. America portends to be a culturally plural society and to allow the teaching of various American Indian and Alaska Native cultures in the schools will further this idea.

* * * * * *

3. THAT THE PART A ENTITLEMENT FORMULA BE CHANGED TO ESTABLISH A PROGRAM ELIGIBILITY OF A MINIMUM OF 15 STUDENTS.

The National Advisory Council on Indian Education recommends that the entitlement formula for a school district to receive funds be changed to establish an eligibility minimum of 15 students (current eligibility is 50% of enrollment except in Oklahoma, California and Alaska where the eligibility is 10 students). Many Indian people will not agree with this recommendation. Indian people will find that the funds entitled, regardless of the amount, give them "special" status and recognition within the schools their children attend. Without these funds they are anonymous. This argument is difficult to counter. However, it is also difficult to conceive how a school district can adequately serve Indian students on the current formula, if the number of Indian students is less than 15. For many school districts the application procedure alone is not worth the effort to apply.

* * * * * *

4. THAT SET-ASIDE FUNDS BE ESTABLISHED WHICH WOULD AUTHORIZE RESEARCH, EVALUATION AND DATA COLLECTION TO BE CARRIED OUT UNDER THE AUSPICES OF THE OFFICE OF INDIAN EDUCATION.

The National Advisory Council on Indian Education recommends that a set-aside in the Indian Education Act be established for research, evaluation, and data collection activity. There currently is no research authority in the Indian Eduction Act, and this void must be filled to ensure that effective planning and future policy decisions can be made utilizing the most accurate and most current information available. The importance of this activity cannot be overly emphasized. A set-aside would assure that funds would be available for these activities and the Office of Indian Education would retain control over these funds and ultimately retain control over the research conducted.

* * * * * *

5. THAT PROVISIONS BE MADE IN THE INDIAN EDUCATION ACT FOR SEPARATE AND DISTINCT FUNDING TO AUTHORIZE GRANTS AND CONTRACTS TO PROVIDE TECHNICAL ASSISTANCE TO OTHERS.

The National Advisory Council on Indian Education feels that the area of technical assistance to the Office of Indian Education programs is extremely necessary and vitally important to the continued success of the individual projects and the overall growth and success of the Indian Education Act. One of the National Advisory Council on Indian Education's

goals this year is to monitor and evaluate the technical assistance contractors and make suggestions on the improvement of these services. Here are recommendations to improve the current status of the Office of Indian Education's technical assistance efforts.

a. technical assistance contracts should be awarded on sectional, regional, or state basis to cover areas of greatest concentration of eligible applicants; and

b. provisions should be allowed in the project applications for purchasing in specific technical assistance areas as the need occurs in the grant management or operation of the Title IV projects.

* * * * * *

6. THAT THE OFFICE OF INDIAN EDUCATION AND THE OFFICE OF EDUCATION INSTITUTE A POLICY OF COORDINATION WHICH WOULD ENSURE ACCESS AND PROMOTE MAXIMUM PARTICIPATION OF AMERICAN INDIANS AND ALASKA NATIVES IN ANY OR ALL PROGRAMS IN THE OFFICE OF EDUCATION AND HEALTH, EDUCATION, AND WELFARE.

The National Advisory Council on Indian Education recommends that the Office of Indian Education, Office of Education institute a coordinated effort to ensure American Indian and Alaska Native access to all the U.S. Office of Education grant programs and recommend the implementation of administrative and/or legislative action to resolve problems of access. It is simply not adequate to make information on these programs available to American Indians and Alaska Natives; what is needed is to have each Office of Education grants program make a concerted effort to involve these American Indians and Alaska Natives in their programs. Another of the National Advisory Council on Indian Education's goals is to work with Indian leadership to see that this happens.

* * * * * *

7. THAT INDIAN PREFERENCE BECOME A POLICY IN THE OFFICE OF INDIAN EDUCATION.

The National Advisory Council on Indian Education advocates strongly that Indian people be given preference in employment in the Office of Indian Education. The presence of more Indian staffers in the Office of Education would create

a needed visibility within that organization, but more importantly, Indian people across the country would know that other Indian people are administering Indian programs in Washington, D.C. Obviously, Indian preference does not mean that any Indian person be hired. What is intended, is that qualified Indian people be employed. Indian preference in the Office of Indian Education would provide career models for other Indian educators, the Indian community, and most importantly for Indian youth. Another rationale for Indian preference in the Office of Indian Education is the fact that the Office of Indian Education annually receives its appropriation from the Interior Appropriation Committees of both the House and Senate as does the Bureau of Indian Affairs and the Indian Health Service. Both of these organizations have an Indian preference policy. It is conceivable that the Office of Indian Education, too, could have this policy although it is housed in the U.S. Office of Education.

* * * * * *

8. THAT THE CURRENT 10% SET-ASIDE FOR NON-LEAs NOT BE CHANGED.

NACIE recommends that the amount of money provided by the 10% set-aside from Part A, the entitlement portion of the Indian Education Act, is sufficient to cover the needs of non-LEAs and there appears to be little chance of proliferation of these schools.

* * * * * *

9. THAT NACIE BE FUNDED AT A LEVEL WHICH WOULD ALLOW IT TO SATISFACTORILY MEET ITS STATUTORY RESPONSIBILITIES.

The NACIE in the past and present is diligently striving to meet its statutory responsibilities but must do so on a limited budget. The demands and complexities of Indian education are such that even if NACIE had an unlimited budget, it would be hard pressed to achieve its goals. NACIE has prioritized its activities and is concentraing on these major areas:

a. gathering information from Indian people to make recommendations for the reauthorization of the Indian Education Act;

b. analyzing and making recommendations on technical assistance provided to the projects by OIE and NACIE under the Indian Education Act; and,

LEGISLATIVE (9) (CON'T)

c. promoting coordination and cooperation of the Office of Education programs that involve Indians (in addition to the Indian Education Act) to maximize American Indian and Alaska Native participation in these programs.

It is our belief that additional funds made available to NACIE can expand their priorities to more adequately cover the critical areas of Indian education.

* * * * * *

10. THAT THE INDIAN EDUCATION ACT BE AUTHORIZED TO BE FUNDED AT A MINIMUM LEVEL OF $275,800,000 WITH A MINIMUM STAFF LEVEL OF 66 POSITIONS.

This figure is based on 50% of the authorization level. NACIE feels that a more realistic appropriation figure for Title IV (the Indian Education Act) is $90.42 million. This suggested authorization level is recommended to bring the authorization level closer to the appropriation level. At the latter level, one in five applications in the discretionary part of IEA can be funded; in the entitlement area the per pupil expenditure would be raised to $162.00 per student (FY 78 level is $125.00 per student).

* * * * * *

The following legislative amendments were proposed and endorsed by the members at various Council meetings:

11. THAT THE FORESTRY CATEGORY OF THE FELLOWSHIP PROGRAM, TITLE IV, PART B, BE CHANGED TO READ "NATURAL RESOURCES" (TUCSON, ARIZONA-JANUARY 28, 1977).

This change is necessary because the field of "forestry" by itself is not comprehensive enough to attract sufficient numbers of Indian students to major in this area. The Fellowships awarded in this field of study could include related specialities (such as Game Management, Aquaculture, and Soils). This more inclusive category would help to encourage Indian students into Natural Resources and related scientific fields.

* * * * * *

12. THAT NACIE DEFER ACTION ON THE HAWAIIAN REQUEST THAT NACIE SUPPORT PROPOSED AMENDMENTS (S.857) TO THE INDIAN EDUCATION ACT, TO INCLUDE NATIVE HAWAIIANS. THE NACIE WILL DEFER ACTION ON THIS REQUEST PENDING FURTHER DISCUSSION BETWEEN COUNCIL MEMBERS AND ELECTED TRIBAL AND NATIVE ALASKAN PEOPLE (DALLAS, TEXAS-SEPTEMBER 17, 1977).

LEGISLATIVE (12) (CON'T)

The Hawaiian delegation to NACIE stated that the trust relationship with the Federal government is similar for both Native Hawaiians and American Indians; they stated that they are seeking joint legislation as a way of adding to the collective strength of Native groups. The Council is generally supportive of Native Hawaiian efforts to improve their educational level, but feels that as a National Advisory Council, they must seek the advice of tribal groups before making a commitment regarding such a basic change in long-range Native education policy as has been proposed.

* * * * * *

13. THAT NACIE SUPPORTS THE ENTRY OF NATIVE HAWAIIANS INTO EDUCATION AND OTHER FEDERAL DOMESTIC ASSISTANCE PROGRAMS FOR THEIR PARTICULAR BENEFIT THAT ARE EXCLUSIVE OF AMERICAN INDIANS AND ALASKA NATIVE PROGRAMS. FURTHERMORE, THAT WE OFFER TO SEEK AND MUTUALLY DEVELOP AS NEEDED STRATEGIES WITH THESE PEOPLE AND OTHERS AS, ASIANS, CHICANOS, BLACKS, HANDICAPPED, WOMEN, ETC., THAT CAN ENHANCE EACH OTHER"S WELL BEING; FOR EXAMPLE:

    1. LEGISLATION
    2. AFFIRMATIVE ACTION
    3. ECONOMIC DEVELOPMENT
    4. HUMAN RIGHTS
    5. CULTURAL EDUCATION, ETC.

FURTHERMORE, THAT THIS POSITION BE TRANSMITTED TO APPROPRIATE HAWAIIAN NATIVE AND LEGISLATIVE LEADERSHIP AND TO NATIONAL INDIAN ORGANIZATIONS. (ST. PAUL, MINNESOTA-NOVEMBER 5, 1977).

The Council felt that the entire past history of the Indian trust relationship with the Federal Government--the numerous treaties, laws enacted, precedents set, the functions of the Bureau of Indian Affairs, etc.--evolved in the context of Indian treaty rights in the continental United States; they felt that any change in future legislation to allow the inclusion of some other Native group with a different history, in a distant geographic location, might conceivably call into question all the rights that have been established in law for American Indian people and Alaska Natives in the continental United States.

* * * * * *

14. THAT NACIE GO ON RECORD AS STATING THEIR SUPPORT FOR THE CONCEPT THAT INDIAN-CONTROLLED INSTITUTIONS FOR HIGHER EDUCATION BE GIVEN PRIORITY (TUCSON, ARIZONA-JANUARY 28, 1977).

There is an emerging network of tribally-controlled community colleges, many of which are affiliated with four year non-Indian institutions. These community colleges are located on reservations close to Indian populated areas and are available to adults as well as college age students. Most of the community colleges are chartered by the tribes and are tribally-controlled and administered. They are able to reach many Indian students who otherwise would be excluded from higher education; the educational level of the tribes is being raised in this way, all at the local level. These Indian-controlled community colleges provide a link to American higher education and exemplify the ideals of community colleges, in general, by being community based, by serving a particular community's educational needs, and by being controlled by that community. The Indian-controlled community colleges are an expression of the unique status that American Indian people have with the Federal Government: they serve Indian people and receive much of their operating funds from the Federal Government. NACIE urges the Congress to support and act favorably on H.R. 9158, which would provide a more secure funding base to these tribally-controlled institutions.

* * * * * *

15. THAT NACIE SUPPORT INDIAN-CONTROLLED COMMUNITY COLLEGES AND INDIAN HIGHER EDUCATION, ESPECIALLY A PROPOSED NEW BILL IN CONGRESS TO PROVIDE GRANTS TO TRIBALLY-CONTROLLED COMMUNITY COLLEGES AND OTHER PROGRAMS (H.R. 9158) (DALLAS, TEXAS-SEPTEMBER 18, 1977).

The tribally-controlled community colleges are an extremely valuable concept to Indian tribal people. It has been demonstrated that in those schools already in operation the usual high dropout rate for Indian college students is greatly reduced; also a noticeable number of mature people are able to attend classes at least part time and still continue to be employed to support their families. Physical location close to reservation population centers is an important factor, as is maintenance of close cultural and family ties. The young students are not exposed to culture shock on a strange campus in a non-Indian world far from home, a situation that often compounds already existing educational handicaps. Some of the community college students then go on to make a successful transition to four year colleges and universities. A growing and largely unmet need exists on the reservations for more tribally-controlled higher education facilities and teachers.

* * * * * *

ADMINISTRATIVE--OFFICE OF EDUCATION

1. THAT NACIE WILL DO AN INDEPENDENT REVIEW OF INDIAN EDUCATION ACT (TITLE IV) PROPOSALS, PARTS B AND C, SUBMITTED TO THE OFFICE OF INDIAN EDUCATION: THEY WILL ALSO PARTICIPATE AS INDIVIDUAL READERS IN THE TOTAL REVIEW PROCESS. THE OFFICE OF INDIAN EDUCATION WILL GIVE FINANCIAL SUPPORT TO NACIE FOR THIS PURPOSE, BECAUSE OF DEPLETING COUNCIL FUNDS. ALSO, NACIE SUPPORT THE NEW OIE REGULATIONS FOR PARTS B AND C, TITLE IV (TUCSON, ARIZONA-JANUARY 28, 1977).

   The NACIE has, as a part of its statutory responsibilities, the task of reviewing and recommending for funding, applications submitted to the Office of Indian Education. This task is one of the Councils most important functions. NACIE's proposal review provides an important element in the total proposal review process, that of a third party review by Indian people. This important function is a primary aspect of Indian self-determination.

* * * * * *

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION

2. THAT THE OFFICE OF INDIAN EDUCATION (HEW) AND NACIE SHARE INFORMATION DEVELOPED FROM ON-SITE VISITS TO INDIAN EDUCATION PROGRAMS OPERATING IN THE FIELD (TUCSON, ARIZONA-JANUARY 28, 1977).

   This administration procedure is essential to ensure maximum coverage by the two organizations that are responsible for overseeing the Indian Education Act programs. Pooling of information from on-site visits, evaluation, and technical assistance visits made by individual Council members or by OIE staff to selected sites can help to eliminate duplication of efforts and increase knowledge available regarding progress, problems and education activities of the various projects in the field programs.

* * * * * *

3. THAT NACIE RECOMMEND ONE OF ITS MEMBERS TO BE APPOINTED TO THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION, AND TO SEEK TO SEAT OTHER AMERICAN INDIANS OR ALASKA NATIVES WHENEVER THERE IS A VACANCY ON NACVE (WASHINGTON, D.C.-MARCH 5, 1977).

   It would seem to be mutually advantageous to NACIE and NACVE to have a NACIE Council member to serve on the NACVE, which presently does not have an Indian representative on its Council but has indicated its interest in appointing an Indian member. A considerable number of funded vocational education programs all over the country include Indian people as participants. Vocational education is a vital component of Indian education

in general, and more coordination between the two areas is essential. There have been cooperative efforts in the past between NACVE and NACIE; seating a NACIE member on the NACVE Council would help to formalize this cooperative effort.

* * * * * *

4. THAT THE EXECUTIVE COMMITTEE DEVELOP A BUDGET, WITH FULL INVOLVEMENT OF NACIE STAFF; AND THAT THE ENTIRE COUNCIL WILL ACT ON THE BUDGET (WASHINGTON, D.C.-MARCH 5, 1977).

This internal function of the Council deserves mention only because of the limited funds available on which NACIE has to function. The Council determined priority areas for NACIE activity need to be identified and funds set aside to meet those needs. Additionally, if there are more priority areas than funds available, the Executive Committee is charged with developing recommendations to the full Council on possible alternatives. Consequently, the full Council would be involved in making the final decision on the budget.

* * * * * *

5. THAT NACIE MEET WITH THE COMMISSIONER OF EDUCATION, OFFICE OF EDUCATION (HEW) IN THE IMMEDIATE FUTURE TO ADVISE HIM OF NACIE's OFFICIAL RESPONSIBILITY TO CONSULT WITH HIM ON THE ADMINISTRATION OF ANY OE PROGRAM IN WHICH INDIAN PEOPLE PARTICIPATE: SPECIFICALLY, THAT THE COUNCIL BEGIN AN EXAMINATION OF THE ADMINISTRATIVE STRUCTURE AND RESPONSIBILITY OF THE OFFICE OF EDUCATION AS IT PERTAINS TO INDIAN EDUCATION, AND THAT THIS STUDY SHALL FOCUS ON, BUT NOT BE LIMITED TO, THE FOLLOWING AREAS: SCOPE OF ACTIVITIES, ORGANIZATIONAL STRUCTURE, AND ASSIGNMENT AND RESPONSIBILITY OF PERSONNEL WITHIN THE OFFICE OF EDUCATION (DALLAS, TEXAS-SEPTEMBER 18, 1977).

This recommendation was prompted in part by a legal action pending by a tribal group against the Office of Indian Education. The legal action charge unfair practices and favoritism in the proposal review and grant process of OIE. The Council felt that the Office of Education officials present at the NACIE meeting in Dallas, Texas in September were unable to provide satisfactory information regarding the Office of Education proposal review and granting procedures and requested the meeting with the Commissioner of Education to obtain the information.

NACIE as an advisory and a participant in the proposal review process of the Office of Indian Education felt that the Council should be advised; of any changes being contemplated in the proposal review process, of possible

program inadequacies, and of plans for the future that might help prevent any new legal actions by tribal or other groups. When made aware of these things the Council would be better able to fulfill its statutory responsibility of advising the Office of Indian Education and the Office of Education officials regarding granting procedures, which involve many tribes and Indian organizations nationally, and millions of dollars in Federal funds. Also, the Council should have input to the overall review and report that will go forward after the complete investigation of OIE by an outside review team.

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6. THAT THE COUNCIL'S CURRENT STRUCTURE BE CHANGED, SO THAT THERE WILL BE THREE STANDING COMMITTEES: EXECUTIVE; LEGISLATIVE, RULES AND REGULATIONS; AND GOVERNMENT INTERAGENCY COMMITTEE. THAT THE COUNCIL SHALL CREATE TEMPORARY TASK FORCES AS NEEDED; THE TASK FORCES WILL BE: PROPOSAL REVIEW; TECHNICAL ASSISTANCE; RESEARCH AND EVALUATION; AND THE ANNUAL REPORT TASK FORCE (ST. PAUL, MINNESOTA-NOVEMBER 4, 1977).

The Council decided to eliminate all but three standing committees and to create temporary task forces as needed, as a way of gaining greater flexibility in operation. The committees will handle work that is of an ongoing nature and the task forces will handle assignments that are more periodic in nature, or that can be completed over a short period of time. The members expect that the resulting redistribution of work load among the Council and staff will lead to increased efficiency and greater production at a reduced level.

* * * * * *

7. THAT ANNUAL COST ESTIMATES FOR SUPPORT OF NACIE BE RAISED FROM $230,000 TO $460,000 (TUCSON, ARIZONA-JANUARY 28, 1977).

The Council feels that the former funding level of $230,000 (cut to $100,000 in FY'76 and $150,000 in FY'78) is not sufficient to fully carry out the responsibilities outlined in the NACIE Charter. Considering the multiplicity of Indian education organizations, the 250 or more tribes in the United States, and the unusually complex Federal, State and local funding programs for Indian education, the NACIE is inadequately staffed to serve as a true focal point for all these activities. At present, the Council can respond only to the most critical requests for assistance

from Indian people. The Council continues to fulfill its statutory responsibilities to the Office of Education (HEW) and to the Congress, although it must do so at a reduced level. Technical assistance to the field programs is vitally needed by tribes and Indian organizations, and NACIE sets a high priority to concentrate in this area. The Council feels that more funds are needed to respond to the larger number of the stated needs and requests presented each year by Indian people.

* * * * * *

8. THAT NACIE ESTABLISH CONTACT WITH THE WHITE HOUSE AND REQUEST A MEETING WITH THE PERSONS RESPONSIBLE FOR INDIAN AFFAIRS. THE INTENT OF THE MEETING WOULD BE TO DISCUSS MAJOR ITEMS OF IMPORTANCE TO INDIAN PEOPLE, SUCH AS: FUNDING OF THE INDIAN EDUCATION; INDIAN PARTICIPATION IN WHITE HOUSE ACTIVITIES (TUCSON, ARIZONA-JANUARY 28, 1977).

There had been no meeting of any Indian group with either the White House or the Administration. NACIE by the nature of its statutory responsibilities is the logical vehicle to serve as liaison in making contact with the Carter Administration; this would be a very appropriate function for the Council since it is presidentially appointed.

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TRIBAL

1. THAT NACIE SUPPORT THE STATE OF MAINE TRIBES AND THE SELF-DETERMINATION STAND THEY AHVE TAKEN, ESPECIALLY REGARDING THE CONTINUATION OF THE THREE INDIAN-CONTROLLED SCHOOLS IN MAINE; THAT NACIE PROVIDE AS MUCH TECHNICAL ASSISTANCE AS POSSIBLE; AND THE NACIE CONTACT THE AGENCIES RESPONSIBLE FOR FUNDING THESE SCHOOLS AND ATTEMPT TO RESOLVE THE PROBLEM OF NON-ACCEPTANCE OF RESPONSIBILITY (DALLAS, TEXAS-SEPTEMBER 19, 1977).

The Penobscot and Passamaquoddy Tribes, two of the four tribes in Maine, were declared "Recognized Tribes" by the Federal Courts in December of 1975; as such they are entitled to Federal services, including financial support for education. But supplemental funds have not been requested by the Federal government in spite of documentation of promises to the tribes from the responsible agencies, which are the Bureau of Indian Affairs (Department of Interior) and the Office of Management and Budget (OMB). The State of Maine had

eliminated scholarships and had reduced support for Indian education in its budget, declaring that the Federal Government has this responsibility. The Governor had stated that the three schools should be closed. NACIE will assist the Penobscot and Passamaquoddy tribes in any suitable way that is within its charter to keep these schools open, for example, by contacting any agency that could assist the tribes in securing funds. The NACIE Executive Director and Council members have met repeatedly with BIA and OIE officials on behalf of the Maine Indians. They eventually succeeded in authorization of BIA scholarship funds for higher education for Penobscot and Passamaquoddy students, which had not heretofore been available from Federal sources.

* * * * * *

2. THAT NACIE SUPPORTS THE REQUEST OF THE NATIONAL AMERICAN INDIAN TASK FORCE ON VOCATIONAL EDUCATION FOR RECOGNITION AND NACIE REQUESTS THE TASK FORCE TO WORK WITH THE NATIONAL INDIAN EDUCATION ASSOCIATION AND THE NACIE IN PLANNING AND DEVELOPMENT OF VOCATIONAL EDUCATION PROGRAMS FOR INDIAN TRIBES (ST. PAUL, MINNESOTA-NOVEMBER 6, 1977).

Vocational education is a very important area of Indian education that needs strengthening and better coordination, especially between the various Federally funded programs and the tribes. The Council feels that the new American Indian Task Force on Vocational Education can do much to focus national attention on the need for a coherent National policy for Indian Vocational Education.

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3. THAT NACIE SUPPORTS THE MINNESOTA CHIPPEWA TRIBE IN URGING THE APPROPRIATION COMMITTEES OF CONGRESS TO DEVELOP AND ADOPT A FORMULA FOR THE DISTRIBUTION OF JOHNSON-O'MALLEY (JOM) SUPPLEMENTAL EDUCATION FUNDS THAT IS EQUITABLE AND BENEFICIAL TO THE MAJORITY OF STATES AND INDIAN TRIBES SUCH AS OPTION C IN THE BIA MEMORANDUM OF JANUARY 18, 1977 (ST. PAUL, MINNESOTA-NOVEMBER 6, 1977).

The Bureau of Indian Affairs' formula for distribution of Johnson-O'Malley (JOM) funds (to public schools where Indian children are enrolled) for FY'77 and FY'78 greatly reduces the amount of money available to the Minnesota Chippewa Tribe and to 17 states that give a high priority to education. NACIE urges the Appropriation Committee of Congress to adopt an equitable formula that will benefit

the majority of Indian tribes and State educational systems that enroll Indian students; Option C in BIA Education Memorandum of January 18, 1977 would provide such a formula, if approved by Congress. (See Appendix for options JOM provide by BIA).

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4. THAT NACIE SUPPORTS THE MINNESOTA CHIPPEWA TRIBE IN REQUESTING THAT THE BUREAU OF INDIAN AFFAIRS CONDUCT HEARINGS AND THEN TO REVISE AND OR AMEND TWO PARTS OF THE RULES AND REGULATIONS TO IMPLEMENT THE INDIAN SELF-DETERMINATION ACT (P.L. 93-638), SPECIFICALLY THOSE PARTS THAT WOULD RESULT IN CLOSURE OF THREE MINNESOTA INDIAN COMMUNITY SCHOOLS AND REDUCTION OF SERVICES TO INDIANS IN THREE OTHER MINNESOTA SCHOOL DISTRICTS, PLUS APPROXIMATELY 20 OTHER SCHOOLS ACROSS INDIAN COUNTRY (CFR, PART 273.13: IV AND PART 273.31) (ST. PAUL, MINNESOTA-NOVEMBER 6, 1977).

NACIE agrees with the Chippewa Tribe that the Rules and Regulations of the Indian Self-Determination Act as now written are contrary to the intent of the self-determination for the Chippewa Tribe and must be changed. Tribal students enrolled in public schools in five states are subject to loss of educational services that have proved to be very effective in raising the academic level and reinforcing the Indian culture. Chippewa students are caught between the 70% eligible Indian student requirement for public schools, and there is 70% actual enrollment in the Indian community schools. The same situation applies to a number of other Indian tribes. CFR 25, Part 273.3 of the Act provides a mechanism for necessary changes in the law, so that tribal youth could continue to receive essential educational services.

* * * * * *

5. THAT NACIE OFFICIALLY RECOGNIZE AND COMMEND THE NATIVE AMERICAN SCHOLARSHIP FUND, INC. (NASF) FOR ITS EFFORTS ON BEHALF OF INDIAN STUDENTS, AND SUPPORT THE NASF ENDEAVORS (DALLAS, TEXAS-SEPTEMBER 18, 1977).

The fund is a non-profit, charitable organization now providing service to the West Coast region, especially California which has plans to expand to the national level. The NASF provides supplementary grants to students who already have partial funding. The NASF receives funds from a number of Federal sources plus private foundations. Priority is given to Indian students in the critical shortage professions among Indian: medicine and health, business, and science and or engineering.

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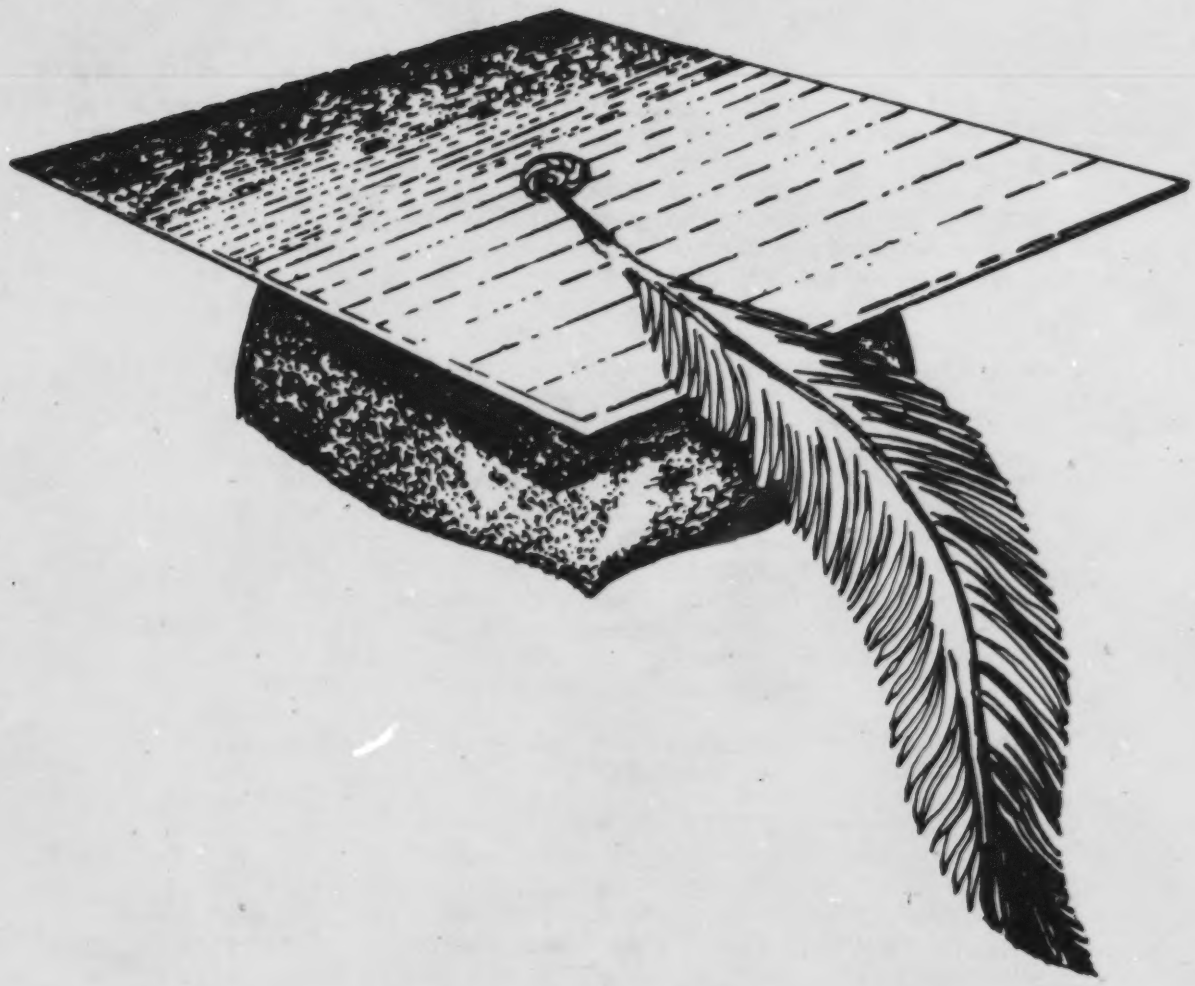


FUNCTIONS

The Council shall advise the Congress, the Secretary of Health, Education, and Welfare, the Assistant Secretary for Education, and the Commissioner of Education with regard to programs benefiting Indian children and adults. More specifically, the Council shall:

1. submit to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education;

2. advise the Commissioner of Education with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate from which they can benefit, including Title III of the Act of September 30, 1950 (P.L. 81-874) and Section 810, Title VIII of the Elementary and Secondary Education Act of 1965 (as added by Title IV of P.L. 92-318 and amended by P.L. 93-380), and with respect to adequate funding thereof;

3. review applications for assistance under Title III of the Act of September 30, 1950 (P.L. 81-874), Section 810 of Title VIII of the Elementary and Secondary Act of 1965 as amended and Section 314 of the Adult Education Act (as added by Title IV of P.L. 92-318), and make recommendations to the Commissioner with respect to their approval;

4. evaluate programs and projects carried out under any program of the Department of Health, Education, and Welfare in which Indian children or adults can participate or from which they can benefit, and disseminate the results of such evaluations;

5. provide technical assistance to local educational agencies and to Indian education agencies, institutions, and organizations to assist them in improving the education of Indian children;

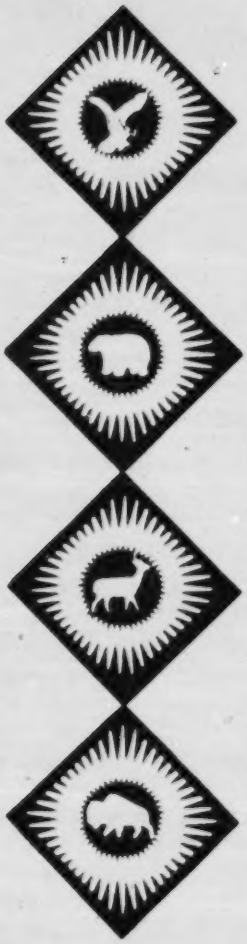
6. assist the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under Section 303(b) of the Act of September 30, 1950 (P.L. 81-874) as added by Title IV, Part A, of P.L. 92-318;

7. submit to the Congress not later than March 31 of each year a report on its activities, which shall

include any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate or from which they can benefit, which report shall include a statement of the Council's recommendations to the Commissioner with respect to the funding of any such programs; and

8. be consulted by the Commissioner of Education regarding the definition of the term "Indian" as follows:

> Sec. 453 [Title IV, P.L. 92-318]. For the purpose of this title, the term "Indian" means any individual who (1) is a member of a tribe, band, or other organized group of Indians, including those tribes, bands, or groups terminated since 1940 and those recognized now or in the future by the State in which they reside, or who is a descendant, in the first or second degree, of any such member, or (2) is considered by the Secretary of the Interior to be an Indian for any purpose, or (3) is an Eskimo or Aleut or other Alaska Native, or (4) is determined to be an Indian under regulations promulgated by the Commissioner, after consultation with the National Advisory Council on Indian Education, which regulations shall further define the term "Indian."



Part II

1977 Activities

National Advisory Council
on Indian Education

REVIEW OF PROPOSAL AND GRANT AWARDS

As a major part of its activities, the NACIE has participated in the review of proposals submitted to the Office of Indian Education (HEW) under the Indian Education Act, P.L. 92-318, and has made recommendations to the Commissioner as to their funding. The following is a brief description of how the funds for the Indian Education Act are utilized. The amount of money for the Indian Education for FY'78 ($59.732 million) were made under Parts A, B, and C of the Indian Education Act, P.L. 92-318.

Part A of the Act provides Federal funding to public school districts which serve Indian children as well as to Indian-controlled alternative schools. Part B controls discretionary funds to State and local education agencies (LEAs), Indian tribes and organizations, and institutions of higher education to improve educational opportunities for Indian children and adults. Under Part C, State and local education agencies and Indian tribes and organizations receive funds for adult education.

The largest awarded under Part A (non-Leas)--$270,000--went to the All Indian Pueblo Council in Albuquerque, New Mexico. The Council has begun to provide, in a school in Albuquerque taken over from the Bureau of Indian Affairs, quality education services for about 300 Pueblo students from 19 villages in New Mexico. Indian-controlled schools on or near reservations also received more than $3,3 million as formula grants under Part A.

The largest grant under Part A went to the Gallup McKinly County School District--a total of $853,518.17. The smallest grant went to Kildare School District ($661.08) for their program, "Aid to students."

The largest grant under Part B--$390,000--was awarded to the Tulsa Comprehensive Cultural, Educational, Social and Dropout Prevention Center. The smallest award for education planning--$34,150--was made to the Shoshone-Bannock Tribes, Inc., at Fort Hall, Idaho.

About $1 million in fellowships also is provided under Part B of the Act for Indians seeking a professional degree for careers in medicine, law, engineering, forestry, or business. The average award is $5,000. This program is not duplicated in the BIA. It is the principal source of funds for graduate (and some undergradiate) students in these specialized, high-priority fields.

Adult education programs received $4.2 million for programs under Part C of the Act. The United Indians of All Tribes in Seattle was given a $235,539 grant to prepare adults for a competency-based high school diploma awarded after training in life-coping skills. The smallest grant in Part C went to the Yerington Piaute Tribe, Nevada, for their "Adult Education and Training Program."

	Appropriation 1978
Part A - Payments to LEAs and Non-LEAs	
Funding	$38,850,000
No. of Grant Awards	1,000
No. of Indian Students Served	301,000
Average Grant Expenditure Per Child	$117

Appropriation 1978 (con'd)

Part B - Special Projects for Indian Children	
Total Appropriation	$14,400,000
Grant Awards	
Funding (84 Projects)	$13,080,000
No. Fellowships Awarded (225	1,000,000
Part C - Special Projects for Indian Adults	
Funding	$ 4,410,000
No. Projects Funded	56
Estimated No. Adults Impacted	13,200
Part D - Program Administration	
Funding	$ 2,072,000
Total Appropriation	$59,732,000

SUMMARY OF 1977 COUNCIL MEETINGS

Tucson, Arizona	January 27, 1977
Washington, D.C.	March 4-6, 1977
Washington, D.C.	July 8-10, 1977
Denver, Colorado	August 26-27, 1977
Dallas, Texas	September 17-19, 1977
St. Paul, Minnesota	November 4-6, 1977

It is the policy of the National Advisory Council on Indian Education (NACIE) to hold its open meetings in different regions of the United States, changing locations each year so that in each three or four year cycle, most of the areas of large Indian population will have had the opportunity to attend this national organization's meetings, and the people concerned will have had an opportunity to take part in discussions affecting the future of Indian education.

NACIE encourages participation of Indian people in its regional meetings. Keeping in contact with local people is important to NACIE's function as the national advocate and to provide a forum for the tribes. These regional meetings help to keep the Council aware of new developments, problems, and directions in Indian education across the country. Dissemination of information gathered at these meetings by the Council also is an important function. For example, a new program or approach that works in Oregon might be equally appropriate in South Dakota, if the information can be made known and adapted to local conditions and then applied. Therefore, NACIE considers these regional meetings to be a major component and perhaps the most publicly visible part of the Council's role.

TUCSON, ARIZONA - JANUARY 1977

The first full meeting of NACIE in 1977 was held in Tucson, Arizona, January 27-29, 1977. Fourteen members of the Council were present in addition to NACIE staff. Approximately fifty guests participated in the meeting. They represented Southwestern tribes, Indian organizations, and state and local educational agencies. Mr. Thomas A. Thompson, Chairperson, presided.

The priority item of business for the council was to produce a final list of candidates for the position of Deputy Commissioner, Office of Indian Education (OIE). This list was to be presented to the Commissioner of Education (OE/HEW) for his consideration in the appointment of the Deputy Commissioner of Indian Education. (The Search Committee of NACIE had solicited applications nationwide in calendar year 1976, and had recommended a list of six semi-finalists at their Executive Committee meeting in Denver, Colorado, December 17-18, 1976 for the full Council consideration.)

In closed session the Council formed three teams, with a member of the Search Committee in each team. They received 29 applications for the position of Deputy Commissioner. After discussion, the full Council accepted the Search Committee recommendations, accepted the proposed list of six semi-finalists, and recommended that the full Council interview these people. The names of the semi-finalists were to be made public when the meeting adjourned that day.

Also during the first day, Dr. Gabe Paxton, Acting Deputy Commissioner of OIE gave his report to the Council:

> Dr. Ernest L. Boyer is the person proposed by the Carter Administration to be Commissioner of Education (HEW). He will serve with the new Secretary of Health, Education, and Welfare, Joseph Califano; Under Secretary, Hale Champion (proposed); and Assistant Secretary, Mary Berry (proposed).
>
> The Indian Education Act Legislation, P.L. 92-318, is slated to expire in Fy'78 unless renewed by Congress. The Office of Education (OE) is supporting renewal. Reauthorization is essential.
>
> Regarding the proposal funding and grant allocation functions of OIE, the new proposal forms (application dates, rules and regulation changes, etc.) must be cleared by General Counsel's office, HEW. If clearance is not received soon, OIE will be faced with a September grant allocation period again, which can cause serious problems. Most schools and students and some Indian organizations, need to know by August, at the latest, whether or not their proposals and/or fellowship applications will be funded. Part C, rules and regulations revisions, fortunately, cleared this week; OIE has made an urgent request to OIE/OE for speedy action on revisions of all subparts of Part B (discretionary programs).
>
> The OIE proposal reading and review process has been streamlined this year, and NACIE will continue to have the responsibility for proposal review and program evaluation.

Mr. Stuart Tonemah, Acting Executive Director of NACIE, read the Bureau of Indian Affairs Memorandum of Agreement to the Council. The Agreement is between NACIE and the BIA in which NACIE is to evaluate five recommendations on BIA education programs, especially in regard to increasing the involvement of Federal Indian tribes

in the education process. The Council did not have objections to it and asked that the Executive Director proceed with securing the agreement from the BIA.

On the Second day, the Council heard reports from its Sub-committees:

Publications Committee - Decided to limit the amount of money spent on preparation of the 1977 Annual Report to $8,000. This will be done by greatly reducing the length of the report, and by cutting back on consultant time and expense compared to the previous year.

Legislation Committee - Discussed four areas of consideration that needed action and support from the full Council:

1. Supplemental appropriation for NACIE and OIE; seek these funds from the Congressional appropriation committees;

2. Reauthorization of Title IV--Indian Education Act;

3. Review of NACIE Charter. Specifically that the termination date be changed to September 30, 1981; and

4. Seek support from Indian organizations to do these things.

Proposals, Rules and Regulations Committee - Recommended that NACIE participate in the OIE training process for field readers, as well as participating in the total review of proposals under Title IV including the Fellowship applications. Also, there was renewed discussion of the continuing problem of legal "definition of an Indian" with regard to NACIE's Charter; no conclusion was reached on this issue.

The Acting Executive Director gave the budget report. Some money has been "saved" by not filling the position of Assistant

Executive Director this year, but unfortunately, the remaining staff has been forced to cut back on some needed activities. Possibly some of the money "saved" can be applied to the cost of the annual report. The drastic budget cut--56% of total budget, from $230,000 to $100,000 in 1976--has resulted in more of a concentration of efforts by NACIE in critical areas. Coordination and cooperation with other Indian education organizations has been emphasized. Dr. Paxton, Acting Deputy Commissioner, OIE, gave copies of OIE's operating plan for the year, including proposed contracts.

Several of the visiting representatives of tribes and educational organizations made presentations. Special reports were given by:

Phil Lane, United Indians of All Tribes Foundation. Showed a film; and gave a presentation on Puget Sound Education Consortium; plus a Technical Assistance Report to NACIE on Adult Education issues.

Edith Petrock, Education Commission of the States, "The State Role in Indian Education," presentation, and proposal for funding.

Dr. John Tippeconnic, Coordinator, Center for Indian Education, Arizona State University. Discussion of various programs of the Center, including bilingual.

Gay Lawrence, Arizona State Education Department. Bilingual and/or bicultural testimony from the Arizona Native American Education Association (with Mr. Al Sinquah, Hopi Department of Education).

Loretta Metoxin, National Indian Education Association. Gave a presentation; she read a resolution from NIEA in support of Dr. Gerald Gipp to be Deputy Commissioner, OIE.

Cipriano Manuel, Language Education, Papago Tribe. Presentation (in Papago language) of need for and progress in bilingual education of the Papago nation.

Harvey Paymella, Executive Director, Hopi Center for Human Services. Presentation on activities in Hopi education, especially for adults.

Darryl Gray, Executive Director, Montana United Scholarship Service. Described the Montana Scholarship program and the need for funding, specifically by passage of a supplemental appropriation to Title IV.

These special reports by guests generated a number of recommenations, resolutions, and statements of support by the NACIE Council. Such actions formalize the valuable input from Indian people in the field. This local level information thus reaches the national level of visibility in a very direct way.

On the third and last day of the meeting, the Council met in closed session to interview the six semi-finalists for the Deputy Commissioner position, and to develop a list of finalists. The six persons were interviewed in the following randomly selected order: Mr. Gerald Gray, Mr. Robert Chiago, Mr. Leroy Clifford, Ms. Helen Sheirbeck, Dr. Gerald Gipp, and Mr. John Wade.

Each candidate was given a 30-minute interview. The Council then cast secret ballots. They chose the following three people as finalists for the slate to be submitted to the Commissioner of Education, HEW (alphabetical order):

1. Leroy Clifford--(Pine Ridge Sioux)--B.S., Business Administration; M.S., Economics; Ph.D. Education Candidate, UCLA; Education Division, Bureau of Indian Affairs, Washington, D.C.

2. Gerald Gipp--(Standing Rock Sioux)--Ph.D. in Education Administration, Pennsylvania State University; Assistant Professor Cultural Foundations of Education, also Director, Native American Program, Pennsylvania State University.

3. Gerald Gray--(Blackfeet-Cree)--M.ED., Northern Montana College; Superintendent, Rocky Boy Elementary School, Montana.

This was the final item of business at the three day January meeting.

WASHINGTON, D.C. - MARCH 1977

The full Council convened at NACIE headquarters in Washington, D.C., in a closed session to select a new Executive Director of NACIE.

Mr. Thomas A. Thompson, Chairperson, presided. Twelve members of the Advisory Council were present. The Council considered the recommendations of its Executive Search Committee, and reviewed and rated 15 applications for the position of Executive Director (the same procedure was followed as that for the Deputy Commissioner, OIE). Dr. Will Antell withdrew from the selection process for personal reasons; he was replaced by Wesley Bonito. The Council approved the top two candidates recommended; then interviewed both (alphabetical order):

1. Lee Antell-(Chippewa)-Assistant Deputy Commissioner, OIE. Education: Bachelor's degree from Moorehead State University, 1964; MA University, Minnesota, 1971.

2. Stuart A. Tonemah-(Kiowa/Comanche)-Acting Executive Director of NACIE, and former Assistant Director. Education: Bachelor's degree from University of Oklahoma, Norman, Oklahoma, 1964; Education Doctoral Candidate, Pennsylvania State University.

By secret ballot of the Council, Mr. Stuart A. Tonemah was selected to be the New Executive Director, replacing Mr. Lincoln White.

Mr. Tonemah presented a report to the Council to bring them up-to-date on all major activities since January and informed them of the present political and Congressional status of Indian education in general and NACIE in particular. He informed the Council that Indian people had limited involvement in the recent Presidential election, and fewer Indian people had access to the Carter Administration. For example, when meetings were scheduled in January between the Office of Education, members of Congress, and the Carter transition team, all OE programs were represented except the Office of Indian Education. Through various efforts, NACIE and OIE did arrange to meet with the Carter transition team education division and were able to make recommendations for future development of Indian education with the new administration.

The morning of the second day was devoted to special reports and presentations from invited guests. In order of sequence, they were:

Ms. Robin Pascua, Assistant to the Director, Office of Bilingual Education, HEW. She reviewed and discussed Title VII (P.L. 93-380) programs. She emphasized the fact that NACIE can request changes and additions to the Bilingual Education Law, but this must be done by May 15, 1977. NACIE members asked how American Indian education organizations can compete more successfully for some of Title VII funds. Ms. Pascua replied that better proposals written by professional proposal writers and complete, documented information were needed. The Office of Bilingual Education staff can provide some technical assistance but may not actually help on writing proposals.

Edna Paisano and Karen Crook, from the Bureau of the Census (Department of Commerce) made a presentation. They stated that participation of the American Indian community in the planning of the 1980 Census was essential. The data collected will be widely used in new legislation, allocation of government funds, and public and private program planning, so it would seem that participation by the Indian people would be advantageous to them. The Bureau of Census plans to develop extensive local coordination with Indian groups in the 1980 Census.

Reginald Petty, Executive Director, National Advisory Council on Vocational Education (NACVE), HEW, and staff members Ruth Tangman and Warren Means made presentations. They reviewed NACVE's task force hearings on Indian vocational education. They advocated getting another Indian on the NACVE Council. Mr. Means stated that NACIE could possibly be funded as the State Advisory Council in amounts from $75,000 to $200,000, if BIA was designated as a State Education Agency. The National Advisory Council on Vocational Education will vote on whether NACIE should be recommended to serve as their Advisory Council. Ms. Pat McGee favored serious consideration by NACIE of this potential broadening into the vocational area. By request, Mr. Means summarized the forthcoming report and recommendations of the NACVE Task Force:

- Legislation for BIA to match Office of Education vocational funds, to be jointly administered; tribes to receive funds on same basis as States.

- Office of Education (NACVE), and BIA would provide technical assistance to tribes for planning programs, training vocational teachers, etc., tied to economic development and self-determination.

A motion was passed that NACIE develop a preliminary plan whereby they can be designated as State Advisory Council on Indian Vocational Education.

Stuart Tonemah presented the Executive Director's report: Senate testimony was presented on March 3, 1977, regarding budget hearings for FY'78. The House of Representatives appropriation hearings will be in April 1977. He stated that several Council members, Rose Hubbart and Margo Kickingbird, were commended for outstanding work.

The Research and Publications Committee report was given by Ms. Pat McGee. The Fourth Annual Report is well under way, with Leo Nolan serving as a consultant and the person principally responsible for its preparation. It will be much more concise than the Third Annual Report, due to budget restrictions.

Discussion of the OIE proposal review process followed. NACIE members will review all the scores given by OIE readers to proposals and Fellowships submitted to OIE for consideration for funding. The NACIE scores will be compared with OIE readers' scores on each proposal, and if there is any large discrepancies in the two ratings,

that proposal will be re-reviewed after a discussion with a three-member NACIE team. Standard statistical procedure will be used--raw scores, percentiles, collective ranking, etc. It was NACIE's recommendation that their rankings count equally in weight with OIE field readers' rating on a 50/50 basis. The review process is expected to take about two weeks in late February and early March.

The last day of the meeting was lent to discussion of budget and funding problems. The Executive Director and Administrative Assistant went over the proposed NACIE budget, explaining those parts that required action and responding to questions from the Council. Staff salaries are set by Law and are comparable to other National Advisory Councils' salaries. A suggestion was made that the present proposed (FY'78) budget be compared to the FY'76 budget of $230,000 to see how the council had operated previously in order to make decisions on what proportions should be spent on the various NACIE activities. More funding must be secured in order for the Council to operate at its maximum effectiveness.

Other Items of Business. After much discussion, the Council agreed not to pass resolutions selectively supporting organizations competing for Office of Education funds; the Council can support appropriate issues and policies, but should stay out of potential political problems or conflicts of interest. The meeting concluded with discussion of upcoming NACIE activities, planning dates, and Congressional hearings.

WASHINGTON, D.C. - JULY 1977

The NACIE met in closed session on July 8-10, 1977. The intent of this meeting was to review proposals submitted under the Indian Education Act, Parts B, C, and Non-LEA (Title IV, P.L. 92-318) and Sec. 422(a) and 423(a) (P.L. 93-380). The Council made recommendations to the Commissioner as to the funding of these proposals. The NACIE recommendations must comply with the pertinent laws, rules and regulations. The proposal review responsibility of NACIE is one of the most important aspects of the Council's activities. This review allows for a "third party" evaluation and more importantly, provides more Indian input into the funding process and furthers the ideal of Indian Self-Determination.

DENVER, COLORADO - August 1977

The Executive Committee of NACIE met for two days in August for a concentrated discussion of several critical items of business. Chairperson Thomas A. Thompson, presided. All Committee members were present.

In the morning of August 26, 1977, Dr. Gerald Gipp, Deputy Commissioner of OIE, met with the Committee to discuss mutual problems and future plans for improvement in the Office of Indian Education (OIE). Regarding the proposal review process, Dr. Gipp stated that OIE should keep NACIE better informed and work closely with the Council throughout the process. It was suggested that

NACIE should not review each proposal, but should review the entire process with regard to Parts B, C, and Fellowships. Specifically, the Executive Committee recommended that they review only those proposals that are new, continuing, or already recommended for funding by OIE, plus any "controversial," borderline, or otherwise unusual proposals. With regard to Part A, NACIE members will not only continue to participate as readers, but will also monitor the proposal review process. The Executive Committee recommended this plan unanimously to be referred for full Council action and the response relayed to Dr. Gipp.

The Office of Indian Education expects to have computer processing of proposal scoring data perfected by next year, which will be a benefit in time and money saved in the proposal review process. Dr. Gipp agreed that in the future NACIE should review the continuing (previously funded) proposals and Fellowships, which the Council did not do this year.

Dr. Gipp went on to discuss the final slate of proposals recommended for funding under Part B, subparts B, C, D, and E; he expressed some concern over the relatively low agreement rate (50 percent) between NACIE recommendations and OIE recommendations.

Next, Dr. Gipp presented to the Executive Committee a list of nine issues developed by OIE that need Council action as soon as possible which would amend the Indian Education Act. He has an

urgent need for input from Indian people, especially the Council members, who are asked to reply by early September after consulting their own constituencies, associates, and tribes, etc.

On Saturday, August 27, 1977, a change in the OIE proposal review process was recommended by the Executive Committee: (1) that the time schedule be moved forward in the year to allow projects to plan their programs in advance of their funding. Parts B and C should have a mid-January deadline for receipt of proposals and Fellowships, to allow the grants to be awarded by May 15; and (2) that early notification of recipients and non-recipients must follow this speeded up process so that tribes, organizations, Indian people, and students will have time to make plans or find alternative funding if necessary.

A proposed NACIE budget of $150,000 for FY'78 was presented to the Executive Committee by Mr. Tonemah, Executive Director. Discussion was confined to the issue of whether the budget should be realigned to allow for greater participation in various activities by the Council but with less staff, or whether the budget should stand as proposed by the Executive Director to include a Stenographer/Receptionist. Although recognizing the heavy workload of the present reduced staff, the Committee agreed that the Stenographer/Receptionist position should be vacated. The need for clerical help to be filled possibly by a CETA trainee; an Education Fellowship intern from

George Washington University; or a Federal person in IPA (Intergovernmental Personnel Action), any of which would provide NACIE with extra staff at no expense. In order to obtain more operating funds, NACIE will continue to: (1) seek a supplemental appropriation from Congress; (2) seek a rearrangement of the OIE budget to release more funds to NACIE: and (3) seek a continuation of the BIA contract. At present, none of these alternatives looks promising for the upcoming fiscal year.

A high priority item for NACIE is the reauthorization of the Indian Education Act (Title IV) by the Congress. NACIE will continue to work actively with national, regional, and tribal groups to support the continuation of this essential piece of legislation.

The meeting of the Executive Committee closed with a brief discussion of future meeting dates and sites.

DALLAS, TEXAS - SEPTEMBER 1977

The full Council met for three days in Dallas, Texas in September (17th-19th, 1977) in conjunction with the National Congress of American Indians (NCAI) annual conference to conduct Council business and to hear public testimony from representatives of various Indian tribes and Indian organizations. It is the policy of NACIE to hold its meetings at times and places where the maximum in coordination and cooperation can take place between itself and the National Indian organizations. The goals of these joint meetings are to maximize

efforts toward achieving mutual objectives and to minimize duplication. A large number of guests were in attendance, most of whom presented testimony before the Council. Many of the guests attending the Saturday and Sunday sessions expressed their deep interest in the NACIE proceedings. Mr. Thomas A. Thompson, Chairperson, presided.

The Chairperson, the Executive Director, and the Executive Committee gave reports. Discussion included recommendations of the Executive Committee to the Director on the use of the available funds; Mr. Tonemah requested more participation by the Council members in writing a proposal for continuation of the BIA Interagency Agreement. Ms. Ann Bailey, Committee Officer, OE/HEW, stated that all but one of the half dozen or more Advisory Councils in the Office of Education have more staff and larger budget than NACIE's.

The Executive Director's report dealt at some length with the Council's plans to possibly be designated as the State Advisory Council on Indian Vocational Education, which had been suggested by the National Advisory Council on Vocational Education (NACVE) in an earlier meeting. By statute the NACIE can serve as an Advisory Council to a Federal Agency (other than those in its own department-HEW) but not to another Federal Council such as NACVE. The BIA cannot fill this role because it has not been designated as a State educational agency. This information was a disappointment as Vocational Education is an important area into which NACIE would like to expand its influence.

The Executive Director's report also discussed the letter to be sent to the Commissioner of Education with a list of names of Indian people to be considered for nomination to the National Advisory Council on Vocational Education. With the concurrence of NACVE, an outside Indian Task Force has been formed to solicit names to submit for possible appointment a person with concurrent membership on both NACVE and NACIE.

A priority item mentioned by the Executive Director is the need to develop a policy statement clearly defining the role of NACIE on the national scene, which would outline NACIE's present and potential relationship to other Federal Agencies and Councils, with Indian organizations, and with tribes. Other urgent items that need to be addressed by the Council are:

- Recommendations on the Tribally-Controlled Post Secondary Education Act (Senate Bill 1215);

- Recommendations from each Council member for new amendments to be included in the request to Congress for reauthorization of the Indian Education Act (Title IV) in 1978, specifically the nine issues singled out for comments and requested by Dr. Gerald Gipp, Office of Indian Education. The continuation of Title IV, with some changes, is the single most important issue for the future of Indian education; and,

- Completion of the responsibilities assigned to NACIE by the Bureau of Indian Affairs in the memorandum of Interagency Agreement of February 1977, which was to evaluate BIA education recommendations in five specific areas. The Council must now complete the final report on the BIA project. NACIE must decide whether or not to

enter another contract with the BIA, this time possibly to conduct a sample survey of BIA boarding schools and their effectiveness.

The Executive Director urged NACIE to take the lead in addressing these important issues.

Several persons presented testimony in the afternoon of September 17, 1977. They were:

Mr. Charles Cervantes, for Dr. Doris Gunderson, Bureau of Occupational and Adult Education, OE/Hew:

> "One Percent Set-aside for American Indians, Vocational Education Act." Presentation on the Act and Vocational Education Discretionary Programs. There is money available for which Federal Indian tribes and organizations can compete. Grants are given on multi-year basis up to three years, after completion of one satisfactory year. Indian organizations could develop proposals for local projects, or participation in State-wide plans. (See Appendix)

Ms. Winona Ruebin, representing the Native Hawaiians, discussed:

> "Native Hawaiian Amendments in the Indian Education Act (Title IV)." She gave a brief description of the cultural/historical evolution of Hawaiians and explained their present status. She asked for NACIE support of Senate Bill 857, which would include the 154,000 Native Hawaiians with American Indians and thus make them eligible for more Federal education programs, but not at the expense of American Indian appropriations, she emphasized, additional money is being requested. Native Hawaiians already have received funding for their group under CETA. She added that the Native Hawaiians trust relationship with the government is similar for both Native groups. She feels that both would gain greater strength by joining forces. (See Appendix)

Ms. Rebecca Cryer, representing the Potowatomi Tribe's Child Day Care Center, Shawnee, Oklahoma:

"Opportunities and Problems, Title Iv in early Childhood Education" (funded by Part B, subpart C). She discussed their problems with the funding agency, the Office of Indian Education, especially: late availability of rules and regulations; lack of feedback on progress reports on the adequacy of their program; unofficial information that their program was not refunded; and no formal, on-site visit by OIE staff. She felt that successful performance was not being rewarded under Title IV.

Dr. Hakim Khan, Division Director, OIE, was introduced by the Chairperson. Dr. Khan explained that OIE is seriously understaffed, that each field specialist is responsible for monitoring about 110 programs in Part A; it is nearly impossible to visit or maintain close contact with all of them. They too are concerned about the application process and are working to improve it.

Mr. Sam Windy Boy, Treasurer, Crow Central Education Commission, gave a report on the acitivies of the National Indian Vocational Education Task Force of which he is a member. The Task Force was formed in June 1977 at a meeting in Denver, Colorado. He requested NACIE's support for the new task force. Also, he requested that NACIE give consideration to a recommendation to OIE that Title IV funding be closely examined for equitable geographic distribution; specifically, the Crow Tribes' s Title IV, Part C proposal was not funded.

Mr. Ed DeCenso, Superintendent, Maine Indian Education. Requested NACIE support regarding the serious problems the Maine tribes are having in keeping their education system going. More than two years ago, the Courts ruled that two tribes (Penobscot and Passamaquoddy) were eligible for Federal assistance, but so far no money has been received for education; at the same time the Governor of the State of Maine has

proposed closing the schools (three on three reservations) because they are not "Federal," and he would like to save money. The three school boards are all Indian, elected by the tribal members. They have full authority to operate in the same way as any public school board.

Following the public presentations, the various subcommittees met in evening sessions.

Sunday, September 18, 1977, the Council members spent the morning discussing Council business, and then heard more public testimony.

The NACIE budget discussions centered on plans to carry out the Executive Committee recommendations, which were to cancel one staff position at the end of the fiscal year to give more financial latitude to activities of the Council. Council member Joe Abeyta stated that decisions must be based on what tasks are to be accomplished, what the priorities are, and then make decisions on apportionment of the budget between staff and Council members' activities.

Council member, Ted George, felt that evaluation of technical assistance and on-site visits to OIE and other grantees should be a major activity of the members. This technical assistance effort has been greatly curtailed because of lack of funds. The Executive Director informed the Council that NACIE has received many requests from Indian tribes and organizations for technical assistance,

particularly, the request for help in interpreting OIE regulations and rules, and for advice and assistance to Parent Committees and school districts. Evidently, there is a real need for technical assistance, and Nacie is in a unique position to help fill this need if the money for staff and travel were sufficient to do this. The Council recommended that the Secretary/Stenographer position be vacated, and the money for this position be used for Council business.

A decision was made by the Council that election of the officers will be deferred until the new Council members are appointed. The next meeting of NACIE will be held in St. Paul, Minnesota, in conjunction with the Annual NIEA Convention.

Public testimony was offered in the afternoon by the following people:

Dr. Gerald Gipp, Deputy Commissioner, OIE. He gave a report on the grant review process at OIE, and also informed that Council that a reverification process was being followed to make sure that proposals and applications were reviewed completely and impartially. An outside review team had been mandated to conduct the review of the process, which should put to rest any questions about OIE grant review. The final slate of approved grantees must be out by September 30, 1977.

Dr. Delfin Lovato, Chairman, All Indian Pueblo Council, New Mexico, presented his view that there has been neglect and negligence on the part of OIE in the proposal review, granting, and administration process. Application of procedures and interpretation by the staff have been inconsistent, he alleged. He also questioned NACIE's role in regard to the whole

proposal and grant review process but did not have specific recommendations to make. Dr, Gipp responded that he has recommended that deadlines be moved up and that a full investigation of the past procedures is now taking place. The Council was assured by Dr. Gipp that NACIE will be asked to contribute to the resulting report of the investigation. He feels that more information should be made available to the public; possibly a monthly newsletter would help achieve better communication. Mr. Lovato stated that legal action by AIPC is the alternative if the OIE report is not satisfactory to them.

Mr. Leroy Clifford, Executive Director, American Indian Higher Education Consortium, Denver, Colorado, discussed the importance of tribally-controlled community colleges that emphasize cultural heritage as well as regular education curriculum. They can fill a very important gap between high school and the four year colleges and universities, which have a very high dropout rate for Indian students. He requested NACIE support for H.R. 9158 which would provide grants for these schools. This bill would help to advance the longer range objective of improving tribal government by raising the general education level. Mr. Clifford assured the group that H.R. 9158 does not exclude small tribes from participation in the community college concept.

Ms. Shayne Del Cohen, Program Analyst, and Reginald Begay, Executive Director of A School For Me, Inc., Tohatchi, New Mexico (Navajo Nation): "Report of the Programs of Title IV, Regarding Handicapped Children." They explained problems the school had had in dealing with Title IV regulations, deadlines, staff, etc., and requested guidance from NACIE.

Mr. Dean Chavers, Native American Scholarship Fund. The goal of NASF is to reduce the dropout rate of Indian students in higher education by using a system of supplementary grants to ease financial problems, and by using personal counseling to help in the adjustment to demands of the college

environment. The Fund's new charter would allow them to operate nationally, instead of regionally. They would like to emphasize grants in medicine, business management, and engineering. Mr. Chavers requested a letter of support from NACIE.

Ms. Georgianna Tiger, National Congress of American Indians, Education Committee, requested more joint meetings and discussion of NCAI's education concerns with NACIE, for detailed coordination and planning. A majority of resolutions passed by NCAI deal with education.

On September 19, 1977, the Council heard further testimony on subjects previously presented, recessed for several hours to attend NCAI sessions of mutual concern, then reconvened to finish Council business. Nominations for new Council members will be accepted early in 1978. Subcommittees should be held accountable for projects assigned to them. The Rules and Regulations Committee recommended:

- on-site visits by OIE and NACIE people to continuing and multi-year projects should be #1 priority with reference to NACIE's work with OIE; and

- NACIE readers should read and rate proposals in their own area or field of expertise as much as possible.

ST. PAUL, MINNESOTA - NOVEMBER 1977

The Council was convened on November 4, 1977 by Chairperson, Thomas Thompson, who presided. All Council members were present by the second day of the meeting. About 35 guests attended in addition to NACIE staff. This meeting was held in conjunction with the annual National Indian Education Association (NIEA) Convention scheduled at the same time in St. Paul, Minnesota. This is consis-

matically continue the Indian Education Act for another year.

In addition, the Executive Director reported on testimony that he and various Council members have given to members of Congress on several occasions on behalf of the Council. The testimony presented related to Bilingual Education, Title IV, the Indian Education Act, the Post Secondary Education Act (H.R. 9810). In recent months NACIE has been consulted considerably more often by members of Congress, Committees and subcommittees, than it had been in the past.

The pending BIA Interagency Agreement renewal for 1978 was considered. The Chairperson stated that it was the consensus of the Council that the members were not pleased with the final product. The work submitted could have been better had the Council had more time to conduct the report.

The Council engaged in a long discussion of their basic structure trying to decide if they should keep the present committees and assignments or should they replace the Committees with Task Forces. (The Executive Committee would remain in either case.) The final result was a compromise in which it was agreed that the same Committees would be retained, and Task Forces would be formed for short term activities. The new internal structure of NACIE was changed to the following:

Executive Committee - Planning, budget, major recommendations, emergency actions.

tent with NACIE's announced policy of giving top priority to coordination with other Indian organizations; NACIE's meeting preceded NIEA sessions by two days and overlapped by one day.

The Chairperson's report emphasized the importance of several selected items on the agenda, especially bills that are pending in Congress. NACIE needs to take a position and document their stand on these critical issues.

The Executive Director's report was given to Council members and was discussed with them. The Executive Director presented a draft of new by-laws for the Council, which are somewhat parallel to the by-laws of manuals of the other National Advisory Councils. Mr. Tonemah gave a progress report of action taken on past resolutions of the Council and brought them up to date on new or expected events, including the possibility of establishment of a new Department of Education in the Federal Government. He also discussed the fact that the All Indian Pueblo Council (New Mexico), who have applied for funds under Part B, Title IV, has filed a lawsuit against OIE, alleging favoritism in grant awards. Mr. Tonemah also mentioned the need for NACIE to assist Dr. Gipp in securing HEW and Civil Service approval to add an Associate Deputy Commissioner to his staff. This position is urgently needed. The issue of reauthorization of Title IV may be put off by the Congress until FY'79 by being part of the Elementary, Secondary Educational Assistance Act, which would auto-

Government InterAgency Committee - Bilingual, bicultural, vocational, adult, childhood, special, and higher education, also CETA and BIA.

Legislative, Rules & Regulations Committee - changes, recommendations regarding new or existing legislation; plus NACIE rules and operational procedures.

Technical Assistance - Assistance to requests from tribes, other organizations; data collection, evaluation and dissemination.

Proposal Review Task Force - Preparation for Title IV proposal review of OIE proposals.

Annual Report Task Force - To prepare the Annual Report to Congress.

The following day, the Committees and Task Forces met separately and elected their Chairpersons and reported to the full Council.

In the afternoon, the Council was addressed by:

Mr. Alan Lovesee, Counsel, House Education and Labor Committee, Subcommittee on Elementary, Secondary, and Vocational Education. He explained that the new House Advisory Study Group on Indian Education was formed in February 1977 to assist in the formation of bills in the area of Indian education. He explained their activities and discussed a current draft of H.R. 9810, which would restructure Indian education including BIA and Title IV.

The Native Hawaiians requested support for several proposed Senate Bills--Native Hawaiian amendments to Indian Education Act that would help to fund Native education in Hawaii, especially for the Kamahameha Schools.

Mr. Joe Abeyta, NACIE Council Member, Principal, Albuquerque Indian School, Albuquerque, New Mexico, introduced a group of five student visitors and a staff member from his school to the Council meeting.

Mr. Bill Wilson, Association of American Indian Physicians, described the current status of the

Association to the Council and showed their career recruitment film "Billy." This film was financed through the Office of Indian Education.

On the last day of the meeting, Dr. Will Antell, Vice Chair-Person, presided.

Dr. Antell requested a decision from the Council on how they would handle the BIA report. He will discuss additions or changes with Dr. Bill Demmert, Director of Education Division, BIA. The various committees and task forces set dates for their future meetings. Budget discussion followed.

After the conclusion of regular Council business, several reports were given by invited guests.

Ms. Joan LaFrance and Joyce Reyes, United Indians of All Tribes Foundation, gave a presentation on the education activities of their organization.

Joyce Knows His Gun, Early Childhood Education (ECE) Follow Through, Northern Cheyenne Reservation, Montana, described the tribes' programs for grades Kindergarten through Three for all Cheyenne children in the three elementary schools, a total of about 420 children. This program is funded by Community Services Act, set up in conjunction with the University of Kansas and has been in successful operation for eight years. The program seeks to involve parents and community. A formal evaluation report was presented to NACIE for their use.

Mr. Dick LaFever, Principal, Elementary Education at Busby School, Northern Cheyenne Reservation, Montana. Gave a presentation on Busby School and how it has been affected by contract funding since 1974. The school was formerly operated by the BIA, is now operated by the tribe using BIA funds.

Dr. Gerald Gipp, Deputy Commissioner, Office of Indian Education, OE/HEW. Gave an informal update on activities of the OIE, including preparation for the next proposal review process.

Mr. Richard Tanner, Coordinator, Johnson-O'Malley Program, Minnesota Chippewa Tribe. Described the results of application of JOM funds in the State school districts where Chippewa children are enrolled.

Dr. William Demmert, Director of Indian Education, Bureau of Indian Affairs. Gave a report of progress of the BIA reorganization plan and how it is expected to affect their education programs.

Following these presentations, the Proposal Review Task Force of the Council met with Dr. Gerald Gipp, regarding NACIE's FY'78 participation in the proposal review process of the Office of Indian Education. Those present were Ellen Allen, Wesley Bonito, Paul Platero, David Risling, and Linda Belarde. The Task Force then recommended two possible options to the full Council:

- NACIE will take part in the total proposal review process as moderators and overseers, working with OIE staff and readers, but not reading all proposals; and

- NACIE will read all proposals and then develop their own slate of proposals recommended for funding, following the same review process as the OIE readers.

These two alternatives were presented to the NACIE Council members present, and they unanimously declared their preference for Option 1. The Executive Director can then proceed to make firm plans for the review process in February and March, 1978. The last meeting of the year adjourned.

Part III

Appendix

National Advisory Council
on Indian Education

THE VOCATIONAL EDUCATION DISCRETIONARY PROGRAMS

Doris V. Gunderson
&
Howard F. Hjelm

NATIONAL ADVISORY COUNCIL ON INDIAN EDUCATION
Dallas, Texas
September 20, 1977

Section 103(a)(B)(iii) of the Vocational Education Act.

The Commissioner is directed, upon the request of any Indian tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934, to enter into a contract or contracts with any tribal organization of any such Indian tribe to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the purposes of this Act, except that such contracts shall be subject to the terms and conditions of section 102 of the Indian Self-Determination Act and shall be conducted in accordance with the provisions of sections 4, 5, and 6 of the Act of April 16, 1934, which are relevant to the program administered under this sentence. From any remaining funds reserved pursuant to division (i) of this subparagraph (B), the Commissioner is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians described in division (i) of this subparagraph (B), and the Secretary of the Interior is authorized to receive these funds for that purpose. Beginning in the fiscal year 1979, the Bureau of Indian Affairs shall expend an amount equal to the amount made available under this subparagraph to pay a part of the costs of programs funded under this subparagraph. During each of the fiscal years covered by this subparagraph, the Bureau of Indian Affairs shall expend no less than the amount expended during the prior fiscal year on vocational education programs, services, and activities. The Commissioner and the Commissioner of Indian Affairs shall jointly prepare a plan for the expenditure of funds made available and for the evaluation of programs assisted under this subparagraph. Upon the completion of a joint plan for the expenditure of these funds and the evaluation of the programs, the Commissioner shall assume responsibility for the administration of the program, with the assistance and consultation of the Bureau of Indian Affairs.

Subpart 2—Indian Tribes

Contract Program for Indian Tribes and Indian Organizations

§ 105.201 Purpose.

The purpose of the program for Indian tribes and Indian organizations is for the Commissioner, at the request of an Indian tribe, to make a contract or contracts directly with Indian tribal organizations, with funds available under section 103(a)(1) of the Act, to plan, conduct, and administer programs, or portions thereof, which are authorized by and consistent with the Act, particularly section 103(a)(1)(B)(iii) of the Act.

(Sec. 103(a)(1); 20 U.S.C. 2303.)

§ 105.202 Applicability of the Indian Self-Determination Act of 1975.

(a) Any contract entered into under this subpart is subject to the provisions of sections 4, 5, 6, 7(b) and 102 of the "Indian Self-Determination and Education Assistance Act of 1975," Pub. L. 93-638.

(b) Regulations implementing the above sections of the Indian Self-Determination and Education Assistance Act, Title 25 of the Code of Federal Regulations, §§ 271.44, 271.46, 271.47, and 271.50 are applicable to the extent that they are relevant and practicable.

(c) Whenever the term "Secretary of the Interior" is used in the Indian Self-Determination and Education Assistance Act, the term means, for the purposes of this subpart, "Commissioner of Education."

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450a, et seq.)

§ 105.203 Definitions.

(a) "Indian tribe" means any Indian tribe, band, nation, or other organized group or community, including any Alaskan native village or regional or village corporation as defined in or established pursuant to the Alaska Native Claims Settlement Act which is recognized as eligible for special programs and services provided by the United States to Indians because of their status as Indians.

(b) "Tribal organization" means the recognized governing body of any Indian tribe or any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by the organization and which includes the maximum participation of Indians in all phases of its activities.

(25 U.S.C. 450b.)

§ 105.204 Assistance contracts.

Awards will be made competitively through assistance contracts governed by Subchapter A of Title 45, Code of Federal Regulations (entitled "General Provisions for Office of Education Programs"), except to the extent that appropriate sections of the Indian Self-Determination and Education Assistance Act of 1975 apply or to the extent that more specific regulations in this subpart apply. The criteria in 45 CFR 100a.26(b) do not apply to this program.

(Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450e(b).)

§ 105.205 Eligible applicants.

An Indian tribal organization of an Indian tribe which has contracted with the Secretary of the Interior for the administration of programs under the Indian Self-Determination and Education Assistance Act of 1975 or under the Act of April 16, 1934, is eligible for assistance contracts.

(Sec. 103(a)(1)(B)(iii)); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.206 Applications for assistance contracts.

An application from an eligible tribal organization must be submitted to the Commissioner by the Indian tribe and must contain the information that the Commissioner requires. An application which serves more than one Indian tribe shall be approved by each tribe to be served in the application.

(Sec. 103(a)(1)(B)(iii); Pub. L. 93-638; 20 U.S.C. 2303; 25 U.S.C. 450b(c).)

§ 105.207 Review for duplication of effort.

An applicant shall submit a copy of the application directly to the Commissioner of the Bureau of Indian Affairs and the State board at the same time it submits an application to the Office of Education in order to avoid duplication of funding.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

§ 105.208 No cost sharing.

No cost sharing by the applicant is required.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303.)

§ 105.209 Duration of awards.

(a) The total project period of an award may not exceed three years. The Commissoner may make multi-year awards if the nature of the project warrants multi-year funding. Continuation funding is contingent upon satisfactory performance. Application for multi-year awards shall have a detailed budget for the current year and total budget figures for the subsequent years.

(b) A request for continuation of a project beyond the project period will be considered a new application and will be reviewed competitively with all other applications. In order for the Commissioner to make this determination, an applicant who has had a prior contract under this program shall include an evaluation of the previous project.

(Implements Sec. 103(a)(1)(B)(iii); 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.210 Final reports.

The contractor shall submit final financial status and performance reports as the Commissioner shall request.

(45 CFR 100a.403; 45 CFR 100a.432; 20 U.S.C. 2303.)

§ 105.211 Technical review criteria.

The following criteria will be utilized in reviewing applications. These criteria are consistent with 45 CFR 100a.26(b), Review of Applications, in the General Provisions for Office of Education Programs. A segment or segments of an application should address each criterion. Each criterion is weighted and includes the maximum score that can be given to an application in relation to the criterion. The maximum aggregate score for the criteria is 100 points, and the maximum weight for each criterion is listed below in parentheses. Points will be awarded to the extent that evidence in the application satisfies each criterion. The review of these criteria shall constitute the basis for the Commissioner to enter or decline to enter into a contract with an eligible applicant. If the review of any application results in no recommendation to fund (where funds are available), this will mean that it is not satisfactory, as that term is used in the Indian Self-Determination Act (section 102). Applications must receive a minimum of 30 points to be considered for funding.

(25 U.S.C. 450f.)

(a) *Program improvement.* (Maximum 15 points.) The application focuses on the improvement of occupational training opportunities for Indians and delineates the way in which the proposed program will contribute to improved programs for the specific target group.

(b) *Need.* (Maximum 10 points.) The need section clearly: (1) Describes the need for the proposed activity; (2) Provides specific evidence of the need; (3) Indicates specifically how the need will be met; and (4) Describes, where appropriate, ongoing and planned activities in the community relative to the need.

(c) *Objectives.* (Maximum 10 points.) The objectives: (1) Relate to the need; (2) Are significant for vocational education; (3) Clearly describe proposed program outcomes;

(4) Are capable of being attained; and

(5) Are measurable.

(d) *Plan.* (Maximum 15 points) The plan clearly describes the way in which the objectives will be accomplished by:

(1) The overall design for the proposed program; and

(2) The use of specific procedures to implement activities designed to accomplish each objective of each segment of the proposed program;

(3) A description of: (i) Specific activities to be conducted in the proposed program;

(ii) Instruments to be used in the proposed program;

(iii) Instructional material to be used in the proposed program, if appropriate; and

(iv) Population to be served in the proposed program; and

(4) Statistical and analytical procedures, if appropriate.

(e) *Management plan.* (Maximum 10 points) The management plan adequately describes the way in which personnel and resources will be utilized to accom-

plish each objective, the overall design, and each major procedure.

(f) *Evaluation plan.* (Maximum 10 points.) The plan includes valid and reliable instruments and procedures for assessing and documenting the impact of project results in terms of the achievement of project goals and objectives.

(g) *Applicant's staff competencies and experience.* (Maximum 10 points.) Points will be awarded on the extent to which the application clearly describes: (1) The competencies that are required for the proposed project;

(2) The names and qualifications (including project management qualifications) of the project director, key professional staff, advisory groups, and any consultants;

(3) Time commitments planned for the project by the project director, key staff, advisory groups, and any consultants;

(4) Evidence of past and successful experience of the proposed project director and key staff members in similar or related projects;

(5) Evidence of commitment to section 7(b) of the Indian Self-Determination and Education Assistance Act.

(h) *Budget and cost effectiveness.* (Maximum 10 points.) Points will be awarded on the extent to which the application provides a justifiable and itemized statement of cost which contains line items in the proposed budget and appears to be cost effective with respect to proposed results.

(i) *Institutional capability and commitment.* (Maximum 10 points.) The application provides adequate evidence of: (1) Institutional experience and commitment to the proposed work;

(2) Appropriate facilities and equipment; and

(3) Documented assurances of support from cooperating local educational agencies, postsecondary institutions, business, industry, or labor, if support from any of these groups is necessary for successful implementation of the project.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.212 Additional factors for declining to contract.

In addition to the weighted technical review criteria listed in § 105.211, the Commissioner may use any of the factors listed below in making a decision whether to decline to enter into a contract with an eligible applicant.

(a) The program duplicates an effort already being made;

(b) Funding the program would create an inequitable distribution among tribes; or

(c) The applicant has not performed satisfactorily under a previous Office of Education award.

(Implements Sec. 103(a)(1)(B)(iii); 20 U.S.C. 2303; 25 U.S.C. 450f.)

§ 105.213 Hearing by the Commissioner after declining to enter into a contract.

After receiving notice from the Commissioner that the Office of Education will not award a contract to an eligible applicant, the tribal organization or the tribe shall have 30 calendar days to request a hearing, in writing, to review the Commissioner's decision.

(25 U.S.C. 450f.)

§ 105.214 Remaining funds.

From any remaining funds reserved for this subpart, the Commissioner is authorized to enter into an agreement with the Commissioner of the Bureau of Indian Affairs for the operation of vocational education programs authorized by this Act in institutions serving Indians as described in section 103(a)(B)(i) of the Act. The Secretary of the Interior is authorized to receive funds for that purpose. For the purposes of the Act, the Bureau of Indian Affairs shall be deemed to be a State board and all of the provisions of this Act shall be applicable to the Bureau of Indian Affairs as if it were a State board

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OTHER VOCATIONAL EDUCATION DISCRETIONARY PROGRAMS

PROGRAM	PROGRAM MANAGEMENT	ELIGIBLE APPLICANTS
Bilingual Vocational Education Vocational Training (65%)	Grants Federal Register	State agencies, local educational agencies, postsecondary educational institutions, private nonprofit vocational training institutions, nonprofit organizations created to serve a group whose language as normally used is other than English, and private for-profit agencies and organizations
Vocational Instructor Training (25%)	Training Grants Federal Register	States and public and private educational institutions
Instructional Materials Methods, and Techniques Development (10%)	Procurement Contracts Commerce Business Daily	States, public and private educational institutions, private for-profit organizations, and individuals
Project Support for Programs of National Significance	Procurement Contracts Commerce Business Daily	Public and for-profit and nonprofit agencies, organizations, and institutions and individuals
Vocational Education Personnel Development Graduate Fellowships	Fellowships Federal Register	Vocational Educators
Certification Fellowships	Fellowships Federal Register	Unemployed educators Skilled workers

Presentation to
National Advisory Council on Indian Education
Saturday, September 17, 1977 - Dallas, Texas

Mr. Chairman, members of the National Advisory Council on Indian Education, friends . . . Aloha kākou (greetings).

I am Winona Kealamapuana Ellis Rubin, Executive Program Director of ALU LIKE Native Hawaiian Project located in Honolulu, Hawaii. I was born on the island of Kauai. I am one-fourth Hawaiian and proud of my heritage. Mahalo (thank you) for the opportunity to address the Council today. This brief presentation will be in three parts, and I have asked Gard Kealoha and Paige Kawelo Barber to make a portion of the presentation.

In addressing the topic today -- "Amendments to the Indian Education Act" -- we wish to describe the context from which Native Hawaiians have requested the introduction of S857. The first part of the presentation will briefly describe the cultural-historical evolution of our Native Hawaiian people from the perspective of the Hawaiian, the second section will describe the specific effects of historical developments on Native Hawaiians today, and the third will deal with the intent of the education legislation.

Gard Kealoha, of one-half Hawaiian ancestry, was born on Oahu and currently is the Project Information Coordinator and the Corresponding Secretary of the Council of Hawaiian Organizations. He will be followed by Paige Kawelo Barber, full-blood Hawaiian, who was also born on Oahu and is the State Coordinator for Field Operations for ALU LIKE.

Part I - Gard Kealoha
Part II - Paige Kawelo Barber

In brief, Native Hawaiians are an aboriginal people whose Nation before the haole (foreigners) arrived was thriving and at a high

level of cultural development. The introduction of Western civilization brought some positive things but impacted on the lifestyle and rights of Native Hawaiians significantly -- and, unfortunately, negatively. In assessing the needs of Native Hawaiians throughout the State of Hawaii in 1976, ALU LIKE found that education repeatedly was given top priority with economic opportunity, Native Rights and health/social services also identified as meriting high priority for action.

Let us look at some information relative to education for Native Hawaiians. We know that:

1. The total number of Native Hawaiians in Hawaii as defined by the Native American Programs Act is approximately 150,000. This comprises over 19% of the population of the State of Hawaii.
2. Of the 150,000 Native Hawaiians approximately 8% are of full-Hawaiian ancestry.
3. Of the 150,000 Native Hawaiians about one-half or 75,000 are age 17 and under. Of that group 17,700 are age 5 and under.
4. There are nearly 57,000 Native Hawaiians of school age in Hawaii.
5. Of the 175,000 young people in the State enrolled in grades K-12, 35,000 or 20% are Native Hawaiian. Of the number 5% are full-Hawaiian.
6. In a recent extract of Department of Education data by Kellett Min the following indicators are present:
   --16% of those students suspended from public schools are Hawaiian.
   --17% of the students expelled are Hawaiian.
   --.2% of the "formal" drop-outs are Hawaiian (a somewhat misleading figure since many young Hawaiians are "drop-ins, i.e. present in school only intermittently).
   --19.8% of the students who graduate from high school are Hawaiian.
   --3% of all Hawaiiana public school students receive special education services.

--17% of the recipients of special education services are Hawaiian.
--24.7% of the students involved in court cases are Hawaiian.
--.2% of all Hawaiian public school students are in honors programs.
--5% of all honor program students are Hawaiian.

7. Per pupil expenditures by the Department of Education for 1975-76 were approximately $1,800.
8. Only 6-8% of the students enrolled at the University of Hawaii are Hawaiian, yet approximately 88% of the parents surveyed believed it very important that their children receive education beyond the high school.
9. Hawaiian adults have fewer who have completed high school (67%) than the general population (72%). Those persons with more Hawaiian ancestry have even fewer who have completed high school (51%).
10. Of the statewide certificated personnel in the public school system who work with youngsters, only 7% are Native Hawaiian.

I could go on with more data, but let me just say that Native Hawaiians have expressed a need for education which is more relevant and culturally sensitive to them and the financial means to afford them an opportunity in attainment of educational and career goals.

The introduction of legislation to amend the Indian Education Act was prompted by the expressed needs of the Native Hawaiians and a feeling that our ohana (extended family) concept in practice would allow us to be mutually supportive of American Indians and Alaskan Natives wherever and whenever we could. We already have that relationship with American Indians in Hawaii.

The Native Hawaiians have and will continue to insist that appropriations for Native Hawaiians be requested over and above the existing funding level for American Indians and Alaskan Natives.

We hope that with the combined strength of our aboriginal peoples -- American Indians, Alaskan Natives and Native Hawaiians -- we will be able to assist our people cooperatively to true self-sufficiency.

We ask your support of S857, your wise counsel on this and other measures; and we offer our hand in friendship whatever your decision may be.

Mahalo nui loa (thank you very much) for this opportunity to share our mana'o (thoughts) with you.

Testimony Presented

to

The National Advisory Council on Indian Education

Dallas, Texas

September 18, 1977

Reginald A. Begaye
Executive Director

Shayne Del Cohen
Program Analyst

A SCHOOL FOR ME, INC.
P. O. BOX 273
TOHATCHI, NEW MEXICO 87325

Members of the National Advisory Council on Indian Education and Collegues:

The Bureau of Indian Affairs reports that there are approximately 20,000 Indian children living on reservations who require special education services. It is estimated that nearly 10,000 of them are located in the Navajo and New Mexico area. In 1972 the GAO conducted an audit of the BIA education programs within their boarding schools. This was never done. A 1976 audit underscored this lack of response. Again the Bureau was asked to prepare a plan and implement services. A plan was drawn up empowering the Bureau to function as the 51st state for administering PL 94-142 monies. This plan, however, was rejected by special education authorities, (BEH) as insufficient and incompetently drawn. Responsibility for program design has been removed from Albuquerque to Washington, D.C., and it is obvious that nothing will transpire this year.

Meanwhile, there are many lives, not only those of students needing these services, but their peers and families who are affected by the unhappiness of children in an improper learning environment. Disservice to these children is also a great disservice to Indian communities, for in a developing society, every individual, no matter his skill or intellect, has a vital contribution to make.

I am concerned about the evolution of the Indian Education Act. The original intent was to give Indian groups the ability to provide educational programs to their children they felt were necessary or relevant. Yet half the monies were appropriated to Part A in an entitlement to public school districts, many times to perpetuate status quo situations. To put credit where it is due, some of the projects made significant strides in developing meaningful communication between districts and their local tribes. Programming, field support and technical assistance from Part A has been consistant and of a high caliber since program inception.

Part B & C has not enjoyed the same history. Part of the problem lies in making a relatively small amount of money available competively to all Indian tribes, organizations, etc. Part of the problem is that some tribes have such devastating conditions they had trouble deciding where to begin. In this situation, many tribes knew what their problems were, had inclinations of how to address or resolve them in atraditional methods, but did not have the sophistication or expertise in presentation to Washington via paper. Within a year, the funding requirements and format became such that a group needed substantial grantsmanship ability rather than a valid idea to get funded.

Yes, there were technical assistance groups funded. But too often, they were not knowledgeable enough about the different state or tribal laws for the areas they were to serve. It often is a story of too little, too late, for without a firm knowledge and walking acquaintanceship with community members, it often proved impossible for technical assistance groups to do more than interpret Title IV regulations or suggest proposal format.

There has also been a problem with the administrative offices. Irratic monitoring, changes in interpretation, and constantly changing deadlines do not create an environment of mutual respect and program building. Obvious conflects among staff and contracts and grants does not make good public relations. The pressure from "the HILL" is a result of this. What a shame that the first piece of truly meaningful legislation to be enacted for Indians in the 70's, through which they could get a handle on their education process, will be at legislative mercy due to instability of administrative leadership.

A SCHOOL FOR ME, INC., is one of the programs that gained impetus from infusion of Title IV funds. With the Navajo tribe concentrating on developing a comprehensive reservation-wide school system, programs for the handicapped have been left to smaller organizations to meet the needs of this population. This model of program development is consistant with the intent of the law - to develop innovative programs that meet the special needs of Indian students. We had looked forward to a three year period in which to develop and strengten our concepts, techniques and model of special education services. Our disfunding is a shock and disappointment and underlines the negative effects of pushed - back deadlines. However, our purpose of speaking to you and our concerns were developed prior to this notification, and it is to that we wish to address your attention.

In the spring of 1977, Secretary Califano signed what is known as Seccion 504 amendments to the Rehabilitation Act of 1965. As milestone legislation for the handicapped, this law guarantees freedom from discrimination in employment; access to HEW funded services, both physical plant and direct services; and a guarantee of education for all persons, no matter their disability. Handicapped is broadly defined to include any person who has a systematic deficiency which interferes with a life process. Systems are all those of the body including skeletal, endocrine, neurological, and emotional. Life processes are breathing, walking, eating, thinking, learning and working. Persons with alcohol related problems are included. As you can see, many, many persons will be affected.

The bill stipulates that no agency can be granted HEW monies if their facility does not meet the architectural standards for Handicapped established in 1965. We all know that these standards have been flagrantly

violated by contractors for the last decade. Secondly, many - too many - tribal programs are run in buildings abandoned and often condemned by the BIA or Indian Health Service.

Next, no client may be denied services due to his inability to reach the provider. If, for example, a program is located on a second floor with no elevator access, the program must go to a client. Dealing with a rural, isolated population will mean a great increase in manpower and transportation in order to guarantee services.

A third stipulation is that Education may not be denied to anyone of school age. If there is no program available in a school district, that district is still liable for placement of that child. This includes the fiscal burden.

There is no money in this bill, but the Office of Civil Rights has geared up to enforce it. PL 94-142 (the Special Education Act) which has funds to assist school districts to provide services, but as previously mentioned, is not yet universally established.

This one little section 504 of which surprisingly few people are aware, has many implications for every HEW and through PL 93-638, BIA program. In examining results of this law just in the realm of Indian education, I have a few questions, rehetorical in nature, to ask:

1. What will happen to the Indian controlled schools, already financially strapped, when they are mandated to provide such costly servic to their handicapped?

2. What will happen to the public schools when they receive a like mandate? Will they scrap their supplemental programs for Indian students in favor of providing special education programs to protect their federal income?

3. Where are schools initiating services going to get staff? Yes there are universitites turning out special education professionals, but

anyone having worked with a quality handicapped program, knows that it takes more than certified instructors to provide comprehensive care and education. In Indian country, it will not be possible to convince middle aged persons with family responsibilities to go away for training. Local schools will have no local manpower pool, yet they are required to submit a plan by September 1978 and to be in operation by September 1980.

4. How are these programs going to win community acceptance without local involvement? For too many years Indian children have been branded with negative terms due to educators' inability to work productivaly with them. Now comes another societal edict, one which could be a great resource to Indian people, but unless understood and programmed for their benefit, could be a vicious weapon to be used against them.

The A SCHOOL FOR ME, INC. Program, through trail and error has addressed many of these issues. We have seen that to be truly meaningful we must also work in preventative and infant stimulation areas, for many of the heart-rendering disabilities could have been avoided. We must also expend energy in creating employment opportunities for those who have reached their full academic potential, for to graduate students into a wilderness of unemployment or inactivity is a waste of the time, energy, and the dollars expended into education programs.

Title IV should not and does not have the responsibility for total programming, but as a financially empowering agent, should also be carefully aligned to tribal development. The professional staff of Title IV and the parent advisory groups which are responsible for program design should be encouraged to develop education programs which compliment tribal development. They should be given the tools to utilize other tribal, state, and federal resources in their program or institutional development. The philosophy of three year funding committment is right and proper as long as sufficient technical assistance is given to groups to facilitate conversion to other sources of income.

We at A SCHOOL FOR ME feel that we can serve as a model for special education programs and for meeting stipulations of handicapped legislation. We would like to share our experience with others. This is not just to show off the good, but also to share the hard times, the failures and the mistakes in order to save other groups from reinventing the wheel. If the mission of Title IV is truly to strengthen tribal involvement and administration of education programs, then the negative must also be discussed. This can be a positive learning experience for all concerned. I am sure the Congress would appreciate new knowledge added to the public domain rather than a series of harrassing phone calls from irate project directors or equally irate non-Indians who are feeling squeezed by increased tribal competence.

Hopefully, you as the Advisory Council on Education, will examine the continuously evolving issues affecting Indian education and direct your

funding priorities to them. National Indian development has come a long way in the past decade. More so than ever before, national affairs affect the future of Indian tribes and similarily, Indian affairs affect the future of the Nation. Educational efforts and techniques should be safeguarded to ensure that every child receives a firm foundation in the basics, but those efforts and direction should also reflect development tools which can safeguard Indian destiny and community. Please don't let those children, who, because of former neglect by health and education systems have been denied an appropriate education, be assigned a fate of dysfunction and isolation. Title IV can be the key to new action by Indian communities. It can be an example of a developing education system flexible enough to absorb all community members. It can be the way to promulgate values and lifestyles which expand human potential rather than suppress it. We in the field look to you for this strength.

Shayne Del Cohen

Shayne Del Cohen
Program Analyst

OPTIONS TO BE CONSIDERED FOR THE DISTRIBUTION OF JOHNSON-O'MALLEY EDUCATIONAL ASSISTANCE

Funds for Johnson-O'Malley Educational Assistance in 1978 will be apportioned as one allocation among the States based on the number of eligible Indian students for whom funds are sought, multiplied by a national average per pupil cost and a weighting factor which is intended to take into account the differences in education costs among the States.

The weighting factor is a number which is related proportionately to the differences in cost of education between the States. It is used as that number which attempts to give credit to those differences. The result is that this number, also, indicates how much more a student gets in one State than a number in another State. In the three options which follow, Option A gives an absolute percentage difference in the cost of education between the States; Options B and C are designed to limit the range of differences among States.

OPTION A

The weighting factor is the quotient obtained by dividing every State's cost of delivering educational services by the lowest State's cost.

OPTION B

The weighting factor is the quotient obtained by dividing every State's cost of delivering educational services by the lowest State's cost. Except that, for every State whose cost is below the national average, the national average will be used as that State's cost.

OPTION C

The weighting factor is the quotient obtained by dividing every State's cost of delivering educational services by the lowest State's cost. Except that, in considering a State's cost of delivering educational services, no State will be considered at a level less than 80% of the national average nor more than 120% of the national average.

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The weighting factor obtained is then multiplied by the number of eligible students for whom funds are sought within the State. It is this multiplied by the weighting factor that increases the student count proportionately to compensate for the differences in the cost of delivering educational services between the States. The result of this multiplication, thus, gives a weighted student count for each State.

The sum of all weighted students gives a total weighted student count.

The total amount of funds available is then divided by the total of weighted students giving an allocation per weighted student.

This allocation is then multiplied by every State's number of weighted students to obtain a total State allocation.

All contractors within the State will receive the same amount for each eligible Indian student for whom funds were sought under a contract.

LIST OF ABBREVIATIONS AND ACRONYMS

ADMINISTRATION - President Carter's Administratio.

AIHEC - American Indian Higher Education Consortium

ANA - Administration for Native Americans, HEW

BIA - Bureau of Indian Affairs, U.S. Department of Interior

BOAE - Bureau of Occupational and Adult Education, OE/HEW

CICSB - Coalition of Indian Controlled School Boards

HEW - U.S. Health, Education, and Welfare Department

IEA - Indian Education Act (Title IV, P.L. 92-318)
PART A - Entitlement funds to Public School Districts
PART B - Discretionary Programs to Indian Tribes, Organizations, etc.
PART C - Adult Education Programs

LEA - Local Education Agency

NACIE - National Advisory Council on Indian Education

NACVE - National Advisory Council on Vocational Education

NASF - Native American Scholarship Fund

NCAI - National Congress of American Indians

NIEA - National Indian Education Association

NON-LEA - Indian Controlled Schools, alternative school

NTCA - National Tribal Chairman's Association

OE - Office of Education

OIE - Office of Indian Education

UIATF - United Indians of All Tribes Foundation

WICHE - Western Interstate Commission for Higher Education

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